CABRAMATTA WEST PUBLIC SCHOOL
SEMESTER 2 2014

PAR AVION
BY AIR

*ELECTRONIC*

# LEARNING PASSPORT

YEAR 6 2014

A SHOWCASE
OF YOUR CHILD'S
EDUCATION JOURNEY

*21st Century Learning*

KEY LEARNING AREA

# ENGLISH

STAGE 3

NEW 2014 SYLLABUS

CHARACTERISATION

PERSUASION- EXPOSITION

PERSUASION- ORAL ARGUMENT

READING & FLUENCY

CWPSSIX.WEEBLY.COM/E-PORTFOLIO-2.HTML

Characterisation Assessment Task: Composing (Part One)

## You will be assessed on how well you creatively use written language techniques as well as grammar and punctuation to ENGAGE READERS WITH A CHARACTER.

You're a new and upcoming author about to start writing your very first novel. You've just sat down to write the first page of your story and you're introducing your first character. You want your audience to begin to BUILD A DEEP CONNECTION with this character as he/she will be the main character of the text. You've done lots of study in English and you know GOOD AUTHORS USE INDIRECT CHARACTERISATION to develop characters in texts. They **drop clues** throughout the text through the character's ACTIONS, appearance, *dialogue* and also through OTHER CHARACTERS THOUGHTS. You don't want to give away all your character's secrets in the first page; you want your readers to **infer information** from the clues you give them. You also remember how important PUNCTUATION AND GRAMMAR can be when building drama or suspense in a story. Good luck! ***Remember authors reread and edit, and reread and edit* until every word they've selected is just right!**

Characterisation Assessment Task:

## Responding (Part Two)

You will be assessed on how well you can **identify** and **analyse** the **written language techniques** used by an author to ENGAGE READERS WITH A CHARACTER.

You are identifying the examples of INDIRECT CHARACTERISATION (dialogue, appearance, thoughts, actions or other character's reactions) J.K ROWLINGS has used to **indirectly develop Draco Malfoy's character** in the text: Harry Potter and the Chamber of Secrets.

Name: Jennifer

# Text Patterning sample from Harry Potter and the Philosopher's Stone by JK Rowling

| Quotation Mark | Judgement/opinion (adjective) | Comma | To do what (verb) | Comma | Quotation mark | Said who | Full stop |
|---|---|---|---|---|---|---|---|
| " | That is because it is a monstrous thing | , | to slay a unicorn | , | " | said Firenze | . |
| " | It is a hideous thing | , | to strongle your pet | , | " | said the vetinairian (vetenarian) | . |
| " | It is a terrifying thing | , | to let go of a inocent (innocent) peson (person) | , | " | said Captain America | . |
| " | That is becauseit is a thoughtful (thoughtful) thing | , | to help a friend in pain | , | " | said the grandfather | . |

| Quotation Mark | Judgement/opinion (adjective) | Comma | To do what (verb) | Comma | Quotation mark | Said who | Full stop |
|---|---|---|---|---|---|---|---|
| " | It is a horrendous thing | , | to cut the wings of a pegasus | , | " | said Queen Elizabeth | . |
| " | It is an amazing thing | , | to discover a new fossil | , | " | said Peter | . |
| | | | | | | | |
| | | | | | | | |

Mrs Eyles marked your work on 17/6

Similies give a vivid image - we see this man as dangerous. Word choice contrasts power and authority.

Voice of verb makes us feel the officers in NO rush.

Dialouge shows DIRECT characterisation. He is compared to the devil.

Like an executioner (Killer) approaching his victim, the policeman came strolling slowly towards us. He was a big meaty (brick wall) man with a belly, and his blue breeches (Shorts) were skintight around his enormous thighs. His goggles were pulled up on a helmet, showing a smouldering (angry) red face with wide cheeks. We sat there like guilty schoolboys, waiting for him to arrive. 'Watch out for this man,' my passenger whispered. 'Ee looks mean as the devil.'

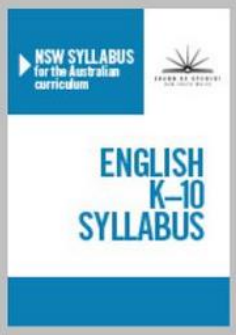
# Power of Persuasion

## CORE QUESTIONS

How do writers use language to persuade?

How do we organize our thoughts to be more persuasive?

How do we build a strong argument and justify our opinion?




## Outcomes

Writing and representing

- explore and analyse the effectiveness of persuasive devices in texts
- plan, draft and publish persuasive texts, choosing and experimenting with text structures, language features, appropriate to purpose and audience
- compose texts that include sustained and effective use of persuasive devices
- reread and edit students' own and others' work using agreed criteria and explaining editing choices

Reading and viewing

- analyse how text structures and language features work together to meet the purpose of a text
- recognise evaluative language, including emotive language and modality

Responding and composing

- understand the uses of objective and subjective language and bias
- recognise the techniques used by writers to position a reader and influence their point of view
- consider and develop sustained arguments and discussions supported by evidence

Grammar, punctuation and vocabulary

- understand that language is structured to create meaning according to audience, purpose and context
- understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts
- investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion
- select some more challenging language features, literary devices (eg irony, humour) and grammatical features (eg modality) to engage and influence an audience
- select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts

## Lesson intentions

I will explore the objective and subjective language and bias

I will explore and analyse techniques used to position a reader

I will investigate a variety of persuasive language techniques

I will carefully consider choices in grammar, punctuation and vocabulary to make a strong argument

I will investigate how vocabulary choices can express shades of meaning and evoke emotions

## Success Criteria

I can plan, draft and publish an exposition following the correct structure

I can develop sustained arguments supported by evidence

I can use persuasive techniques to influence a readers point of view

I can edit my own work and compare against a marking criteria

I use persistent self talk and work tough when I find a task challenging

## Assessment

1 Your friend Dora has lost interest in school and her grades are suffering. As a result, she'll be repeating 9th grade. Dora has decided to quit school and work more hours as a waitress to support herself. She says she doesn't need school. Compose a logical argument convincing Dora to stay in school, with reasons why it is to her benefit.

2 Your parent is considering a job in Melbourne, Victoria. If your parent takes the job, it would mean that your whole family would relocate during the next holidays. For you, this would mean adapting to a new city, a new school, and new friends. Your parent has asked for your help in making this decision. Compose a logical argument to either support moving or support staying where you are.

3 Our school enrollments are growing and the Department of Education is considering eliminating the library to make room for new classrooms. Persuade the school Department of Education that this is a terrible idea.

4 High school athletes must maintain a passing grade in each class to be eligible to participate in sports. Some teachers and coaches believe that requiring a minimum 60% grade in each class isn't a high enough standard. Therefore, it's been suggested that athletes should have a minimum of 80% in each class at the end of each week to be eligible to play. Compose an argument to either support raising the grade requirement or to keep it at the current requirement.

5 Our school is considering changing the calendar so that we will now have year-round schools. We will have 11 weeks off during Summer, but we don't have the traditional 2 week break at the end of each term. Compose an argument either in support of the year-round school calendar or in support of continuing the traditional school calendar.

1 day weekend

activity

SAVE THE LIBRARY!

Do you want to stop kids from developing their English skills? I know that my parents wouldn't like that. I know that my parents would HATE that because they care about my education. They would really want me to read and I'm sure that other parents care too. If you are wondering why I'm saying these things it is because the enrolments for schools are growing. The Department of Education is planning to demolish the library.

To start off, it is a horrible thing to demolish libraries just for classrooms. Why is it a horrible thing to do? It is monstrous thing because students would have to read to improve with their skills in writing. Also you can see that teachers borrow books from the school library so that the students can read books about what they are working on. Therefore without the library students won't be able to read the book they are working on.

My second argument about not demolishing the library is because of the librarian. If the librarian loses her job working in the library she would suffer. The librarian has a family. How will she will have the money to raise her children? Librarians became librarians because their passion to read. They will no longer be able to read to kids. Librarians make reading fun. Imagine life if kids were never shown how fun reading could be. How would that feel- think about it?

Last of all, it is proven by experts that books can fill your head with some information that could help you in the future.  This information will be able to help you through challenges in your life. It is also proven that reading books can help reduce stress in your life. If you're having a bad time you would forget everything and get lost in a magical story.

In conclusion, I definitely believe that the library should not be destroyed. It would make everything end in negative thoughts. It makes people think negatively because some people might know how to write good stories while others don't know so they need books to help them with their writing skills. Reading to kids is the librarian's passion. Most experts say that reading can help you by filling your mind with bits and pieces of information and help relieve stress. THE MORE YOU READ THE MORE YOU LEARN!

NSW SYLLABUS for the Australian curriculum

ENGLISH K–10 SYLLABUS

# Outcomes

- ENG-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features
- ENG-2A composes, edits and presents well-structured and coherent texts
- ENG-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts
- ENG-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

# Content

### Stage 3 - Speaking and listening

- plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis
- use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience
- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
- discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience

### Stage 3 - Writing and representing

- plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience
- compose texts that include sustained and effective use of persuasive devices
- present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others

### Stage 3 - Responding and composing

- understand the uses of objective and subjective language and bias
- uses the techniques used by writers to position a reader and influence their point of view
- consider and develop sustained arguments and discussions supported by evidence

### Stage 3 - Thinking imaginatively, creatively, interpretively and critically

- adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events

## Lesson intentions

I will evaluate the way characters has been portrayed in a text

I will investigate the actions of a character from a different perspective to the author

I will empathise with a character who has been portrayed as a villain

I will use persuasive language techniques learned in the previous unit to position a reader

I will carefully consider choices in grammar, punctuation and vocabulary to make a strong argument

I will choose words carefully to suit the formality of the dialogue

## Success Criteria

I can plan, draft and publish an argument

I can use persuasive language features to influence a reader's point of view

I can develop sustained arguments to persuade the audience empathise with my character

I use expression and body language to support my argument

I use persistent self talk and work tough when I find a task challenging

**MAKING CONNECTIONS**

Learners make personal connections:
(text to self)
(text to text)
(text to world)

**MONITORING**

Learners stop and think about the text and know what to do when meaning is disrupted.

**VISUALISING**

Learners create a mental image from a text read/viewed/heard.

Visualising brings the text to life, engages the imagination and uses all of the senses.

**PREDICTING**

Learners use information from graphics, text and experiences to anticipate what will be read/viewed/heard and to actively adjust comprehension while reading/ viewing/ listening.

**SUMMARISING**

Learners identify and accumulate the most important ideas and restate them in their own words

**QUESTIONING**

Learners pose and answer questions that clarify meaning and promote deeper understanding of the text.


Deliver an oral argument
Must be between
1 minute and 3 minutes

## Choose a character that has been portrayed as a villain

**What to do:**
You need to persuade the audience that your character has more than just a dark side.
Show that your character is also a victim.

**Empathy:**
Make your audience care about your character. This will happen when the audience empathises with them. Empathy means being able to put yourself into the situation of someone else- truly knowing and understanding the character. To achieve empathy, you need to take the audience into the *thoughts and feelings of your character*.

**Justify:**
You also need to justify the actions of your character. You need to show the thought process going on inside the character's mind. Interpret events from their point of view.

**How?**
You are a lawyer. You need to compose a verbal argument for your character. Persuade your audience to believe *that a villain is also a victim*.
Use the persuasive language techniques that you have learnt to make your argument strong.
Use body language and expression to support your argument.
Remember you want to position the audience to empathise with your character and ultimately believe you.

Our client, Loki Laufeyson, claims to be a victim of circumstances, often others demand him to do jobs. He was betrayed by the people he fought for, so he sought revenge. Still unwanted and miserable, he executed the one person that took him in as child (he now regrets what he had done).
We are here to prove to you now, once and for all, that our victim, Loki definitely is innocent. He is clearly a victim whose story has not been told. This is a video when Loki accidently kill his father.

For many years Odin, his adopted father had been lying to him about him being an Asgardian. Sooner or later Loki found out that he was a Frost Giant and was terrified for life. For years Loki believed in everything that Odin said but overall they were just all LIES!!!!! Loki always felt invisible in front of Thor's friends because none of Thor's friends accepted Loki. How would it feel if you were invisible in front of your own brother's friends?

Loki was not only betrayed, but had to face outrageous situations that kept occurring during his life. Loki and Thor had to battle their way to the throne to be crowned king. Odin loved his own son more than his adopted son therefore Thor was claimed king. He not only had to suffer but was put in prison by his own father several times. Each time he managed to escape.

Being hidden Loki felt unwanted and useless. His very own father, Laufey kept him hidden due to Loki's small size. Laufey thought he was weak and not worthy to be king of the Frost Giants. He did not want his own child; he left Loki suffering in a destroyed, cold and abandoned temple to die all alone in the terrifying dark. Therefore he wanted to prove his father wrong for doing what he did.

Our client, Loki is a victim whose story has not been told. He has had to face many outrageous situations throughout his entire life. Being lied to, at the time feeling invisible, facing outrageous things and being hidden. His actions were due to the result of terrifying mistreatment. Loki is a victim not a villain.

# FOCUS ON READING

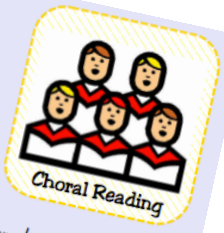

HYPERBOLE
IDIOM
METAPHOR
ONOMATOPOEIA
PERSONIFICATION
SIMILE

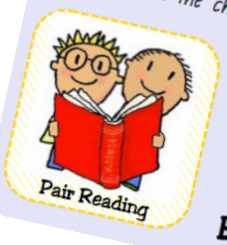
## REVIEW: Fair Test

It is important for an experiment to be a fair test. You conduct a fair test by making sure that you change one factor at a time while keeping all other conditions the same.

Conducting a fair test is one of the most important ingredients of doing good, scientifically valuable experiments. To insure that your experiment is a fair test, you must change only one factor at a time while keeping all other conditions the same.

Scientists call the changing factors in an experiment variables.




Read the scenarios on the hand out to a partner and determine whether they are examples of fair tests?

**Be prepared to discuss and share your thinking!**

# LET'S BUILD OUR VOCAB!

YOU'RE INVITED TO ATTEND A DINNER PARTY WITH...
PABLO PICASSO!

Details:

VIP guest: Pablo Picasso
What to bring: knowledge and information about Picasso's Blue Period
Requests: to use dialogue related to information about *The Old Guitarist*
You will need: to use three key words (randomly selected) to *embed* into your conversations (words will be those we studied earlier)

Party requirements: no more than three ~ four guests allowed ~ Pablo's requests.

You will be asked to share/ act out conversations/dialogue with the class.

KEY LEARNING AREA

# MATHS

STAGE 3

NEW 2014 SYLLABUS

NUMBER & ALGEBRA

MEASUREMENT & GEOMETRY

STATISTICS & PROBABILITY

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# FRACTIONS

## Outcome

describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions MA3-1WM

gives a valid reason for supporting one possible solution over another MA3-3WM

## Learning Intentions

- Compare the relative size of fractions on the fraction wall
- Develop mental strategies for generating equivalent fractions
- Write fractions in their 'simplest form'
- Recognise that a fraction in its simplest form represents the same value as the original fraction

## Success Criteria

I can compare fractions drawn on the fraction Wall

I can use multiplication and division to produce equivalent fractions

I can calculate how two fractions are or are not equivalent

I understand that a fraction in its simplest form represents the same value as the original fraction

I show my understanding by explaining my working out

Name: Jennifer

## Equivalent Fractions Problem Solving

1. Lola said that $\frac{3}{7}$ is a fraction equivalent to $\frac{6}{14}$ in its simplest form. Is she right?

   yes ✓

2. Mary had a packet of Smarties. There were 14 Smarties in the packet. She had 4 red, 3 blue, 3 yellow, 2 orange and 2 brown Smarties. What fraction of each colour Smartie did she have? How can you express each fraction in its simplest form? Mary ate 1 Smartie. What fraction of each colour Smartie could she now have? How can you express each fraction in its simplest form?

   $R = \frac{14}{14} = 1$, $\frac{2}{7}$ $B = \frac{3}{14}$ $Y = \frac{3}{14}$ $O = \frac{2}{14} = \frac{1}{7}$ $Br = \frac{2}{14} = \frac{1}{7}$ ✓ After she ate one smartie $B = \frac{3}{14} - \frac{1}{14} = \frac{2}{14} = \frac{1}{7}$

3. Alistair put these fractions into 2 groups of equivalent fractions. What would the groups have looked like?

   $\frac{3}{7}$ $\frac{4}{14}$ $\frac{12}{28}$ $\frac{9}{21}$ $\frac{12}{42}$

   $\frac{12}{42}$ $\frac{4}{14}$ | $\frac{3}{7}$ $\frac{9}{21}$ $\frac{12}{28}$ ✓

4. Record $\frac{8}{12}$ in its simplest form.

   $\frac{2}{3}$ ✓

5. Which of these fractions has the greatest value? $\frac{3}{4}$ $\frac{19}{24}$ $\frac{5}{8}$ $\frac{13}{16}$

   $\frac{13}{16}$ ✓

   ∴ working out?

6. I had a small packet of Smarties. $\frac{1}{3}$ of them were blue. How many Smarties might have been blue? How many Smarties might there have been altogether? How could you record this as an equivalent fraction?

   27 smarties $27 \div 3 = 9$ blue smarties ✓ $\frac{9}{27} = \frac{1}{3} = \frac{18}{54}$

7. $\frac{3}{5}$ of the children in the class ordered a sausage sizzle at the fun day. How many children might this have been? How many children might there have been in the class? How could you record this as an equivalent fraction?

   50 children in the class $50 \div 5 = 10 \times 3 = 30$ $\frac{30}{50} = \frac{3}{5} = \frac{36}{60}$ ✓

8. Record 3 fractions that are equivalent to $\frac{9}{21}$, including an equivalent fraction in its simplest form.

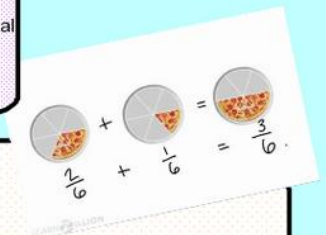
   $\frac{3}{7}$, $\frac{90}{210}$, $\frac{108}{252}$ ✓

Marked by Miss Guevara
Date 16/8/14

# Adding & Subtracting Fractions

## OUTCOMES

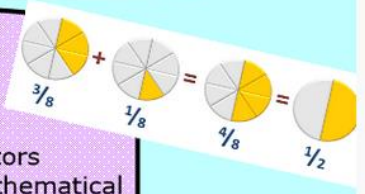
MA3-1WM Describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions
MA3-3WM Gives a valid reason for supporting one possible solution over another
MA3-7NA Compares, orders and calculates with fractions, decimals and percentages




## UNIT INTENTIONS

- to be able to solve problems involving addition and subtraction of fractions with the same denominators
- to be able to solve problems involving addition and subtraction of fractions with related denominators and mixed numerals with related denominators
- Use knowledge of equivalent fractions when adding and subtracting fractions
- Solve word problems involving addition and subtraction of fractions

## SUCCESS CRITERIA




- I can add and subtract fractions with the same denominator
- I can add and subtract fractions with related denominators
- I can add and subtract mixed numerals with related denominators
- I can share my thinking with my peers and use the correct mathematical language
- I can explain how I solve a problem
- I can approach this learning with a positive mindset.

## REFLECTION QUESTIONS

Addition & Subtraction of Fractions

$7\frac{10}{14} - \frac{2}{7} =$ (You don't need to find the answer)

Are the denominators the same?
NO

Are the denominators related? If so explain how.
Yes, because 14 is a multiple of 7 and 7 is a factor of 14.

How can we add / subtract fractions with related denominators? Why?
The denominators has to be the same to subtract/add.
E.G
$\frac{10}{14} - \frac{2\times2}{7\times2} = \frac{10}{14} - \frac{4}{17} = \frac{6}{17}$

More detail needed.

How can we add / subtract mixed numerals with related denominators? Why?
The denominators have to be the same, you can add it on a numb line.
eg $7\frac{10}{14} + 2\frac{2}{7} = 12$ $\frac{5}{7} - \frac{6}{14}$
Add or subtract the whole numbers

How can we change one denominator to create an equivalent fraction with the same denominator as the other fraction?
We can multiply or divide it to create an equivalent fraction because they are neither one factor or related multiplicatively

How do we know if fractions are equivalent?
We know if they are equivalent because if the numerator is half of the denominator it is a half.
EG $\frac{1}{2} = \frac{2}{4}$ $\frac{4}{8} = \frac{2}{4} = \frac{1}{2}$

2018.

# NEGATIVE NUMBERS

## SYLABUS OUTCOMES:

MA3-1WM describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions
MA3-3WM gives a valid reason for supporting one possible solution over another
MA3-8NA analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane

## UNIT INTENTIONS:

- to be able to link negative numbers to temperature
- understand that counting backwards is subtracting 1 each time to create negative numbers
- use the 'bridging to 0' on a number line strategy to create negative numbers
- solve problems using negative numbers
- record a subtraction number sentence resulting in a negative number

## SUCESS CRITERIA:

- I can count backwards by 1 to create negative numbers
- I am able to link my understandings of temperature to negative numbers
- I can use the bridging to 0 strategy to solve number sentences involving negative numbers
- I can record a subtraction number sentence resulting in a negative number
- I can solve word problems using negative numbers

Jennifer

Negative numbers

5-8 = -3

6 - 10 = -4 ✓

4 - 8 = -4 ✓

55 - 65 = -10 ✓

90 - 100 = -10 ✓

24 - 60 = - 36 ✓

5 - 7 = -2 ✓

7 - 20 = -13 ✓

2 - 10 = -8 ✓

S.Y 21/10

# DATA 2

## OUTCOMES

**A student:**

- describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions — MA3-1WM
- gives a valid reason for supporting one possible solution over another — MA3-3WM
- uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables — MA3-18SP

DATA and STATISTICS

## CONTENT

Students:

Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147)

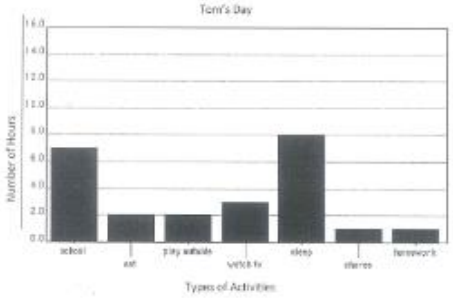
- interpret data presented in two-way tables
- create a two-way table to organise data involving two categorical variables, eg

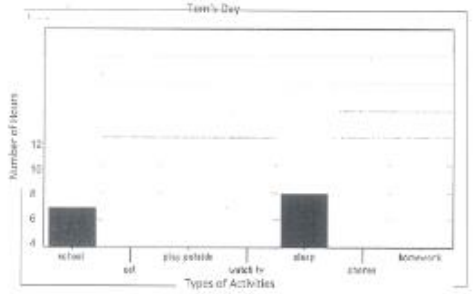
| Drinks | Boys | Girls |
|---|---|---|
| Milk | 5 | 6 |
| Water | 3 | 2 |
| Juice | 2 | 1 |

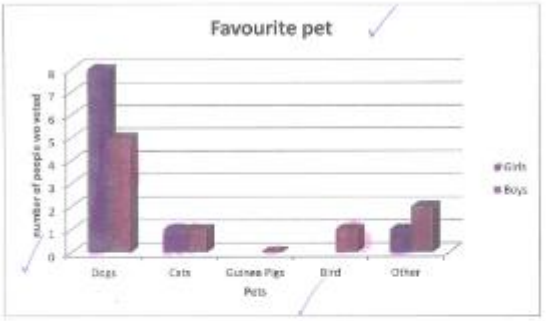
- interpret side-by-side column graphs for two categorical variables, eg favourite television show of students in Year 1 compared to that of students in Year 6
- interpret and compare different displays of the same data set to determine the most appropriate display for the data set
  - discuss the advantages and disadvantages of different representations of the same data (Communicating)
  - explain which display is the most appropriate for interpretation of a particular data set (Communicating, Reasoning)
  - compare representations of the same data set in a side-by-side column graph and in a two-way table (Reasoning)

# Misleading Representations of Data

Name: Jennifer




What is the most favourite pet?

What is the least favourite sport?

How many students liked dogs?

How many students were asked for their favourite pet?

What data are these graphs representing?

Hours of what Tom did in his day.

Are both graphs displaying the same data? Justify how you know.

Yes because he goes to school for 7hrs and sleeps for 8hrs on both graphs

Why do the graphs look different?

Because the number of hours are different and one doesn't have (0-10)

Who is the misleading data useful for?

The misleading data is useful for Tomas

# TIME


19:27

## Outcomes:

› describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions **MA3-1WM**

› uses 24-hour time and am and pm notation in real-life situations, and constructs timelines **MA3-13MG**

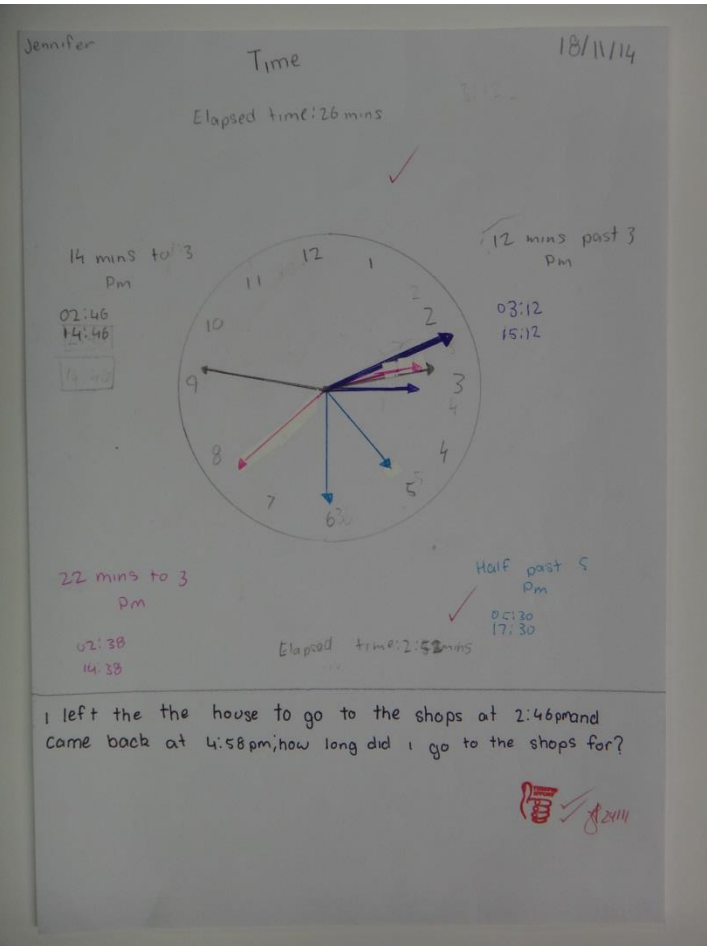
## Learning Intentions:

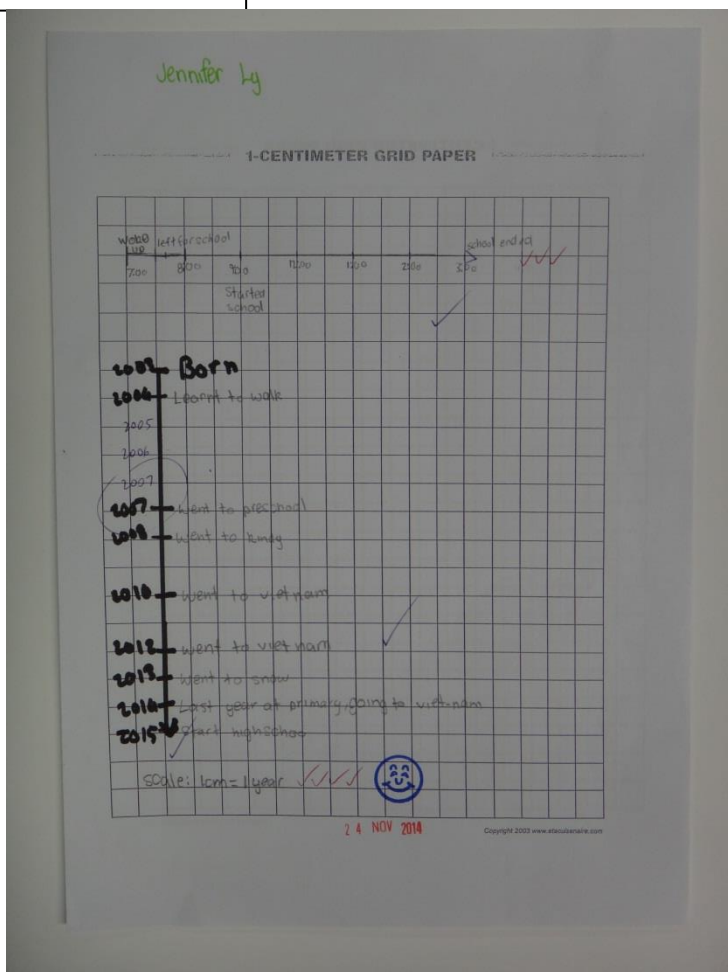
- to calculate elapsed time (how long an event takes)
- to understand how to interpret and use timetables
- to draw and interpret timelines using a given scale

Elapsed Time NB

## Success Criteria

- **I can use start and finish times to calculate elapsed time of events. E.g the time taken to travel from home to school.**
- I can read, interpret and use timetables (bus, ferry, train) involving 24hr time to prepare an itinerary or solve problems.
- **I can create a simple scale and draw an accurate timeline to represent events.**
- I can read timelines and gather information.
- **I am persistent with new learning.**
- I am accountable and ask questions when unsure.



# 3D SPACE


**Unit Intentions**

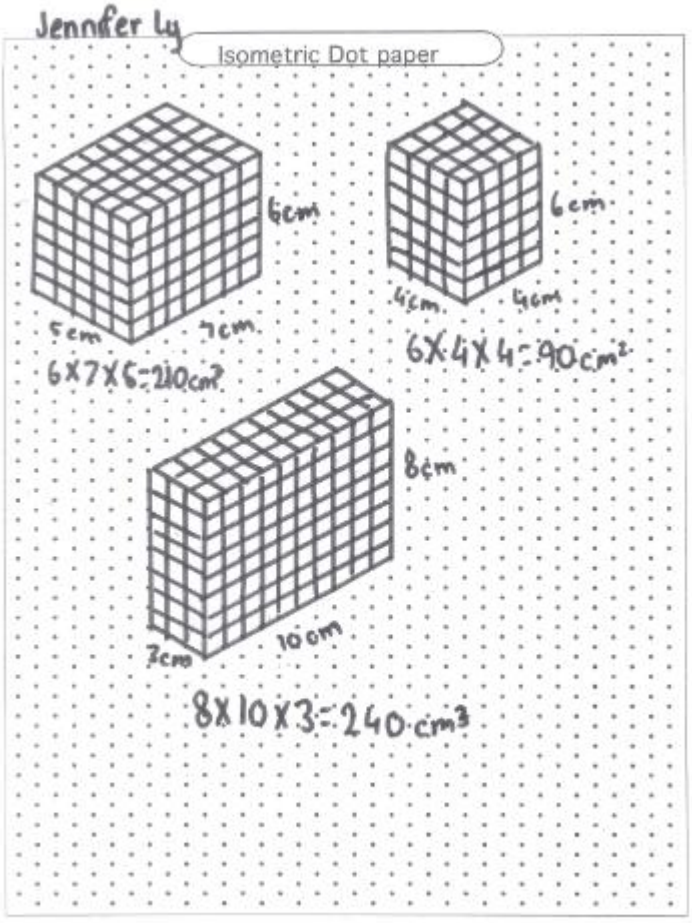
- Explore three dimensional aspect of 3D objects
- Investigate and apply understanding of the properties of prisms, pyramids, cones, cylinders and spheres by designing a new building for the school
- Construct nets of prisms, and pyramids
- Construct skeletal models of prisms and pyramids
- Construct models of prisms from connecting tubes and identify bases and faces
- Draw models of prisms from different viewpoints

**Success Criteria**

- I can describe the three dimensions of 3D objects.
- I can explain the properties of prisms, pyramids, cones, cylinders and spheres and recognise examples from the physical world.
- I can design a new school building and represent my design through a model and drawings.
- I can construct solid models of prisms and pyramids from nets and connecting cubes and identify the faces and bases.
- I can draw my model from different views including top, front and side views.
- I can construct skeletal models of prisms and pyramids and identify the edges and vertices.

**Unit Outcomes**

- describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions **MA3-1WM**
- identifies three-dimensional objects, including prisms and pyramids, on the basis of their properties, and visualises, sketches and constructs them given drawings of different views **MA3-14MG**



# VOLUME AND CAPACITY 2

## OUTCOMES

**A student:**

- gives a valid reason for supporting one possible solution over another MA3-3WM
- selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity MA3-11MG
- selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation MA3-6NA

## CONTENT

Students:

Connect volume and capacity and their units of measurement (ACMMG138)

- select the appropriate unit to measure volume and capacity
- demonstrate that a cube of side 10 cm will displace 1 litre of water
- demonstrate, by using a medicine cup, that a cube of side 1 cm will displace 1 mL of water
- equate 1 cubic centimetre to 1 millilitre and 1000 cubic centimetres to 1 litre
- find the volumes of irregular solids in cubic centimetres using a displacement strategy

### SUCCESS CRITERIA

- I understand the connection between volume and capacity and their units of measurement.
- I can equate 1 cubic centimetre to 1 millilitre.
- I can find the volume of irregular solids in cubic centimetres using displacement.

Extend Page

# MASS 2

## OUTCOMES

**A student:**

- describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions MA3-1WM
- selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations MA3-2WM
- selects and uses the appropriate unit and device to measure the masses of objects, and converts between units of mass MA3-12MG

### SUCCESS CRITERIA

- I can convert between kilograms.
- I can convert between kilograms and tonnes.
- I can solve problems involving different units of mass.
- I can measure mass using scales and record using decimal notation of up to three decimal places..

## CONTENT

Students:

Connect decimal representations to the metric system (ACMMG135)

- recognise the equivalence of whole-number and decimal representations of measurements of mass, eg 3 kg 250 g is the same as 3.25 kg
- interpret decimal notation for masses, eg 2.08 kg is the same as 2 kilograms and 80 grams
- measure mass using scales and record using decimal notation of up to three decimal places, eg 0.875 kg

Convert between common metric units of mass (ACMMG136)

- convert between kilograms and grams and between kilograms and tonnes
  - explain and use the relationship between the size of a unit and the number of units needed to assist in determining whether multiplication or division is required when converting between units, eg 'More grams than kilograms will be needed to measure the same mass, and so to convert from kilograms to grams, I need to multiply' (Communicating, Reasoning)
- solve problems involving different units of mass, eg find the total mass of three items weighing 50 g, 750 g and 2.5 kg
- relate the mass of one litre of water to one kilogram

Extend Page

# Investigate

Jennifer

TASK 1:

1. Fill cup to 5ml 10 ml
2. Place prisms into cup, determine how much water was displaced
3. Fill in table below

| Medicine Cup Prisms: | Volume of Prism ($cm^3$) | Water level increased to (ml): | Volume of water displaced (ml): |
|---|---|---|---|
| 1 cube | 1cm3 | 11ml | 1ml |
| 3 cubes | 3cm3 | 13ml | 3ml |
| 5 cubes | 5cm3 | 15ml | 5ml |

SY 10/10

Jennifer

TASK 2:

1. Build 3 prisms
2. Determine their volume in $cm^3$
3. Fill Jug to 500ml
4. Place prisms into Jug
5. Determine how much water was displaced
6. Fill in table below of your observations and finding

| Jug - Build your own Prism: | Water level increased to (ml): | Volume of water displaced (ml): | Volume of Prism ($cm^3$) |
|---|---|---|---|
| Prism 1 | 537ml | 37ml | 37cm3 |
| Prism 2 | 516ml | 16ml | 16cm3 |
| Prism 3 | 505ml | 100ml | 100cm3 |
| Prism 5 | 548ml | 48ml | 48cm3 |
| Prism 6 | 580ml | 80ml | 80cm3 |

KEY LEARNING AREA

# SCIENCE

STAGE 3

NEW 2014 SYLLABUS

CLIMATE CHANGE

ENERGY & ELECTRICITY

CWPSSIX.WEEBLY.COM/E-PORTFOLIO-2.HTML


# SCIENCE UNIT OVERVIEW

We are learning to investigate and research scientific concepts. Our first unit focusses on Climate Change. Throughout the unit we will:

Gather, Analyse & Synthesise, Investigate & Apply

Some content we will cover:

- climate change - what is it and what does it involve?
- impact - what is happening as a result?
- solution - what can we do to help?

Evernote Science Journals

Extend Page

# Climate Change in a Bottle

**Lesson Outcome**

ST3-5WS - investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations. (Working Scientifically)

## Learning Intentions

- to make and test predictions about the effect of carbon dioxide (greenhouse gases) on temperature
- to conduct an investigation in a fair and accurate way
- to accurately observe, measure and record data and draw conclusions from this.

## Success Criteria

- I can make predictions about how carbon dioxide may affect temperature.
- I can work collaboratively to design and carry out a fair test, record my results and see if my predictions were correct.
- I can listen carefully to instructions and behave safely and appropriately.

# assessment

SOLE

You have now learnt about the greenhouse effect, the causes of climate change and THE EFFECTS AND IMPACTS OF CLIMATE CHANGE.

Your next research topic is:
WHAT CAN WE DO TO STOP CLIMATE CHANGE?
CLIMATE CHANGE SOLUTIONS

Gather
Analyse
Summarise
Apply

## Steps

1. Gather information.
2. Analyse your information to ensure it is reliable and relevant.
3. Use comprehension strategies and activities to summarise your information. Record your summary in your SciTech Journal.
4. Apply this knowledge - innovative/creative way to show understanding

KNOWLEDGE AND UNDERSTANDING:
NATURAL ENVIRONMENT (NE)
SUBSTRAND: EARTH AND SPACE
Students explain the rapid change at the Earth's surface caused by natural events, using evidence provided by advances in technology and scientific understanding ST3-9ES

Work in pairs
Individual

You must submit 2 THINGS:
- summary in your own words
- something that shows your understanding - movie, pamphlet, website, Prezi, e-Book, cartoon etc.

INNOVATION & CREATIVITY!

Name Jennifer

# Fair Test : does added carbon dioxide affect temperature?

List all the variables.

| | |
|---|---|
| amount of $CO_2$ | type of plant |
| temperature | location |
| type of bottle | thermometer |
| type of lamp | |

The variable I will manipulate (change) is: Carbon dioxide

The variable I will measure/observe is: temperture

The variables I will control (keep the same) are: Everything but carbon dioxide

Prediction/Hypothesis:
I think that...because...
I think that the tenperture would rise because it is a greenhouse gas and greenhouse gases trap the heat.

Diagram:


Marked by Miss Guevara
Date 2018/11/21

Results:

| Temp (C) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CB - Ohen | 22.5 | 25° | 27° | 28° | 28° | 28° | 29° | 30° | 31° | 32° | | | | | |
| CDB - Jennifer | 25 | 25° | 26° | 26° | 28° | 28° | 28.5 | 29° | 29° | 29° | | | | | |

Observations during fair test (dot points):

Construct a graph to show your data. You may draw, use Word or another app/web tool for this. If using a device/computer, print and paste here.

Conclusion:
Our experiment didn't turn out the way we thought it was lower than the one without carbon dioxid. Next time we should add more $CO_2$

# Lesson Sequence

Week 5
- Electricity
- Energy
- Transforming Energy

Week 6
- Simple circuits

Week 7
- Insulators & Conductors

Week 8
- Series & Parallel Circuits

Week 9 & 10
- Design Task

Success Criteria
- I can explain what electricity is
- I can explain what energy is and list some different sources and forms of energy
- I understand how energy can be transformed

## NSW Continuum of Learning in Science and Technology

Outcomes:

---

### Values and Attitudes:

- **ST3 – 1VA** – shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs, wants and opportunities
- **ST3 – 2VA** – demonstrates a willingness to engage responsibly with local national and global issues relevant to their lives, and to shaping sustainable futures
- **ST3 – 3VA** – develops informed attitudes about the current and future use and influence of science and technology based on reason

### Skills:

- **ST3 – 4WS** – investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations
- **ST3 – 5WT** – plans and implements a design process, selecting a range of tools, equipment, materials and techniques to produce solutions that address the design criteria and identified constraints

### Knowledge and Understanding:

- **ST3 – 6PW** – describes how scientific understanding about the sources, transfer and transformation of electricity is related to making decisions about its use

Name: Jennifer Date: 19/11/14

# Investigation: Which materials will conduct electricity?

**Hypothesis**: Make a prediction about which materials will conduct electricity.

Metal or steel objects will conduct electricity
Ruber or plastic objects will not conduct electricity ✓

**Materials**:

- 1.5 volt battery
- Light bulb and lamp holder
- 3 connecting wires
- Variety of items for testing:
  - ✓ paper-clips,
  - ○ aluminum foil
  - ✓ rubber band
  - ✓ string
  - ✓ texta
  - ✓ wooden ruler
  - ✓ other classroom items

**Steps**:

1. Fill out the table with your objects, the material they are made of and predict their conductivity.
2. Collect necessary materials.
3. Construct an open circuit.
4. Test your circuit using the object to complete the circuit.
5. Complete the table and record any other observations.
6. Compile a list of conductors and insulators.

**NOTE:** if the light bulb glows then the object is a conductor of electricity. If the object does not allow the light to glow then it is an insulator.

**Results:**
Record any other observations below:

| | Material | Prediction: Will it conduct electricity? Yes/No | Does the light bulb glow? |
|---|---|---|---|
| 1. Paper clip | steel | yes | yes |
| 2. rubber band | rubber | no | no |
| 3. string | plastic | no | no |
| 4. texta | plastic | no | no |
| 5. wooden ruler | wood | no | no |
| 6. glue stick | plastic | no | no |
| 7. pencil | wood and lead | no | no |
| 8. key ring | metal | yes | yes |
| 9. magnets | metal | yes | no ✓ |
| 10. scissors | metal | yes | yes |

| onductors | Insulators |
|---|---|
| aper clip | rubber ban |
| ey ring | texta |
| issors | wooden ruler |
| | glue stick |
| | pencil ✓ |
| | magnets |

**nclusion:**

Overall most metal and steel can conduct electricty but ame how magnets are made out of metal but it doesn't onduct electricity. We believe that the type of metal use to make magnet is affecting this issue.

✓ 19/11

KEY LEARNING AREA

# HSIE

STAGE 3

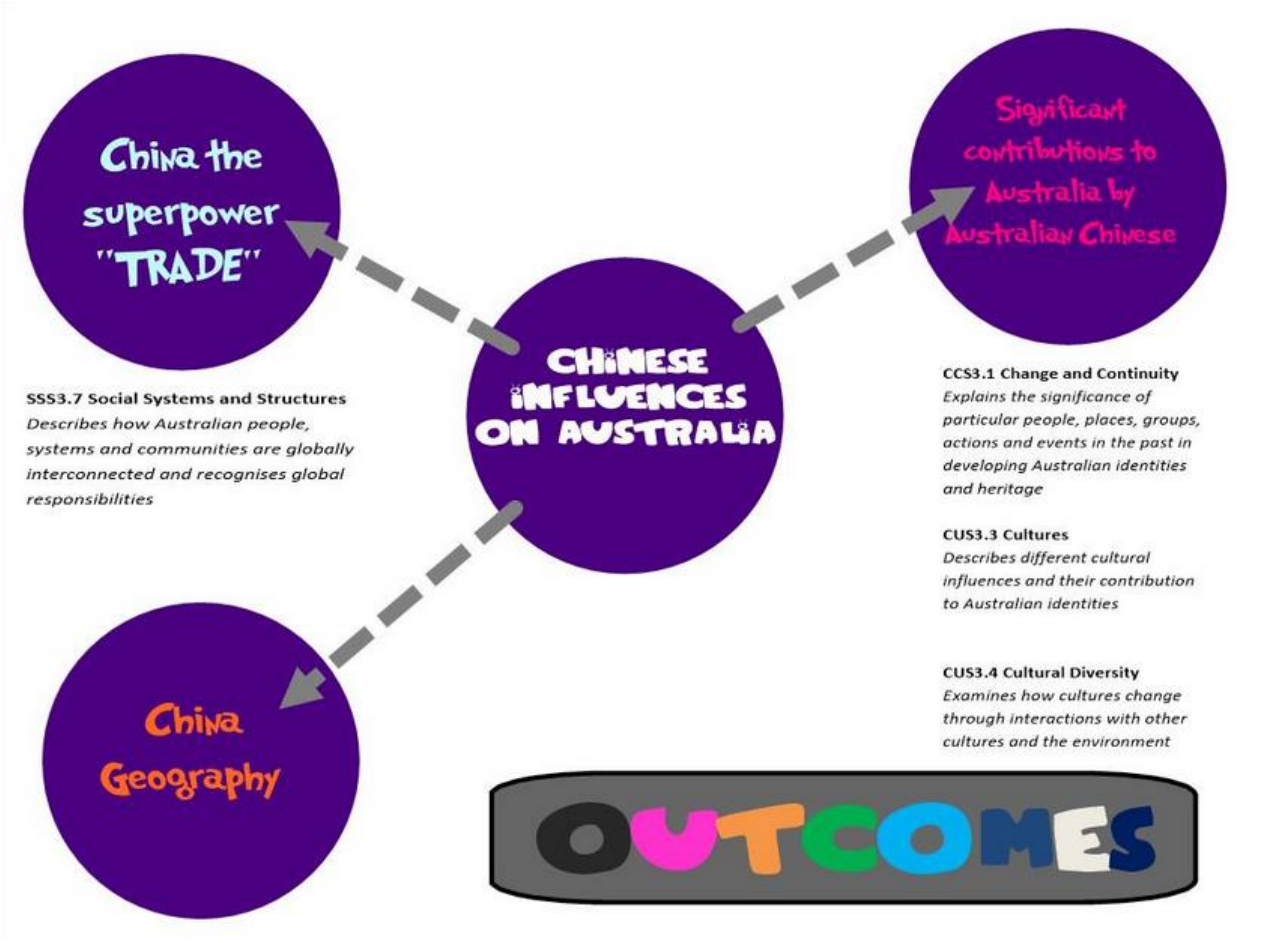
CURRENT 2014 SYLLABUS

(HUMAN SOCIETY & IT'S ENVIRONMENT)

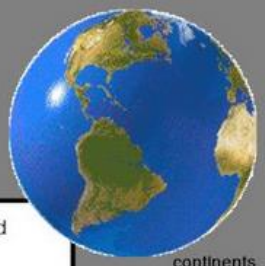
CHINESE INFLUENCES ON AUSTRALIA

CWPSSIX.WEEBLY.COM/E-PORTFOLIO-2.HTML


CHINA 2.0
The Rise of a Global Superpower
CHINA
MADE IN CHINA
WHEN CHINA RULES THE WORLD


China the superpower "TRADE"
Significant contributions to Australia by Australian Chinese
CHINESE INFLUENCES ON AUSTRALIA
SSS3.7 Social Systems and Structures
Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities
CCS3.1 Change and Continuity
Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage
CUS3.3 Cultures
Describes different cultural influences and their contribution to Australian identities
CUS3.4 Cultural Diversity
Examines how cultures change through interactions with other cultures and the environment
China Geography
OUTCOMES

# China THE SUPERPOWER




Since World War II (1939 to 1945), only three world powers have been referred to as **"superpowers"**

-- the Soviet Union, the British Empire and the United States.

The first two have since lost that distinction, leaving America as the world's only true superpower.

**GLOBAL SUPERPOWER** = Being a global leader in

**economics**
**culture**
**education**
**a strong military**

*Japan was believed to have been the next superpower in the 1980s, but that prediction never became reality... China has officially overtaken Japan as the world's second largest economy, but its economy is still only half the size of the United States*

"Trade between Australia and China has increased during the last five years."

"Australia imports more from China than exports to China."


# SOLE

**WHY ARE SO MANY OF THE GOODS WE USE MADE IN CHINA?**

**WHAT ARE THE MAIN PRODUCTS THAT ARE IMPORTED FROM CHINA?**


# SOLE

1. Where was Bing Lee born and when did he arrive in Australia?
2. Why did he migrate to Australia? Where did he settle in Australia?
3. When did he begin his own business?
4. Where did he first set up this business?
5. What was his family like? How many children did he have?
6. What kind of values did Bing Lee believe in?
7. How did Bing Lee help others?
8. Why is Bing Lee an important Chinese Australian?
9. How has his contribution been acknowledged?

# SOLE

## Significant Australians

"Create a corridor of significant Chinese Australians"

use images, important facts and symbols associated with each person's area of focus e.g. medicine, art.


John Yu


Alice Tay


Quong Tart


Jian Fang Lay


Victor Chang


Jenny Kee


William Liu


King Fong


Li Cunxin


Ed Ah Toy

We remember _____ because_____.

_____ is a significant Australian because _____.

# China's influence on Australia

By Lena, Jennifer and Kimberley

## Trade and Economy

China is a super power because of how fast its economy is growing. The whole world buys lots of products that is made in China. This helps China's relationship between other countries therefore America is unhappy because of this issue. Due to huge amount of people. China can produces many products, so they can export their products to many other countries.

### China and Australia

In this picture, there are Australian and Chinese people are having a good relationship with us.

### Koala and Panda are one

Australian and Chinese animals are one because there are just like the humans sharing there

### Building there relationship

China's and Australia's prime minster building relationship for their countries.


## Made In China

China has so many products that is every cheap for other countries.


## Many things are made In China

China has lots of workers therefore they pay the workers less money. If the workers disagree the boss will kick them out. Many people need a job to pay for there daily life.


## Assembed In China

Many product may seem like they are not made in China but they are like an apple device.

## Bing Lee

Bing Lee was acknowledge by his hard work. Bing Lee communicated with others by helping others by inspiring people and making them welcome to his store, like they were a part of the family. To Bing Lee family is important because everything that helped his accomplish his goal to become a multimillionaire due to help of his family.

## BIng Lee

Bing Lee was acknowledge by his hard work. Bing Lee communicated with others by helping others by inspiring people and making them welcome to his store, like they were a part of the family. To Bing Lee family is important because everything that helped his accomplish his goal to become a multimillionaire due to help of his family.

KEY LEARNING AREA

# CREATIVE ARTS

STAGE 3

CURRENT 2014 SYLLABUS

PICASSO AND CUBISM

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# PICASSO

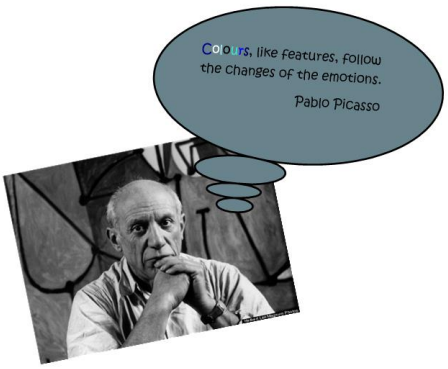
**VAS3.1** Investigates subject matter in an attempt to represent likenesses of things in the world.
**VAS3.2** Makes artworks for different audiences assembling materials in a variety of ways.
**VAS3.3** Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.
**VAS3.4** Communicates about the ways in which subject matter is represented in artworks.

## Unit Intentions:

- **Develop a deep understanding of Picasso's life by reading and summarising a factual text**
- **Investigate Picasso's Blue Period**
- **Appreciate and form opinions about artworks painted by Picasso**
- **Make an artwork using similar techniques found in Picasso's Blue Period.**

## Success Criteria:

- **I can use the Monitoring and Summarising strategies while reading to help me gain a deeper understanding of Picasso's life.**
- **I can undergo independent research of Picasso's Blue period and share these understandings with my peers.**
- **I can appreciate and form opinions about artworks painted by Pablo Picasso.**
- **I can use my knowledge and understanding of Picasso's style and techniques and apply them to my own piece of artwork.**

# Picasso's Blue Period

## Lesson Intentions

- Investigate Picasso's Blue Period.
- Appreciate and form opinions about artworks painted by Picasso.

## Success Criteria

- I can undergo independent research of Picasso's Blue period and share these understandings with my peers.
- I can appreciate and form opinions about artworks painted by Pablo Picasso.

## Lesson Outcomes

**VAS3.3** Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.

**VAS3.4** Communicates about the ways in which subject matter is represented in artworks.

The Tragedy (1903)

The Blindman's Meal (1903)

The Old Guitarist (1903)

Self Portrait (1901)

Woman Ironing (1904)

The Soup (1902-03)

# The Monochromatic Effect 101

Jennifer

TINTS, TONES & SHADES

SKILL LESSON FOR MIXING

TINT-color mixed with white.
TONE-color mixed with gray.
SHADE- color mixed with black.

When mixing *tints* and *tones* start with white or gray and add the color.
When mixing a *shade* start with the color and add black.

MIX YOUR COLOR TO MAKE A

TINT TONE SHADE

Beautiful work!

KEY LEARNING AREA

# YCDI

STAGE 3

CURRENT SYLLABUS 2014

YOU CAN DO IT

5 KEYS TO SUCCESS

POSITIVE | MINDSETS

VISIT: CWPSSIX.WEEBLY.COM/E-PORTFOLIO

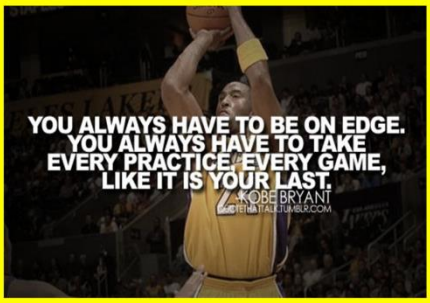

# What's luck got to do with it?

## LESSON OBJECTIVES

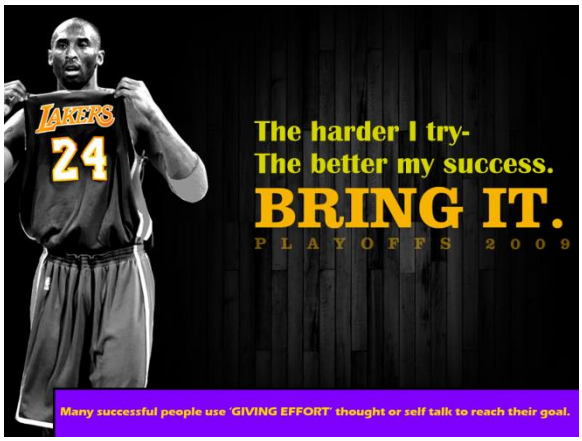
STUDENTS WILL BE ABLE TO EXPLAIN THAT MOST SUCCESSES ARE DUE TO 'EFFORT' AND 'NOT LUCK'.

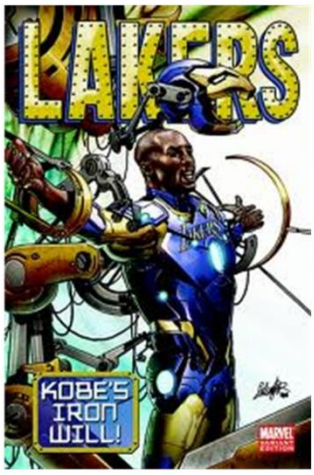
STUDENTS WILL BE ABLE TO EXPLAIN HOW THE 'GIVING EFFORT' WAY OF THINKING CAN HELP THEM BE MORE PERSISTENT.

STUDENTS WILL BE ABLE TO GIVE THEMSELVES CREDIT FOR THEIR SUCCESSES RATHER THAN ATTRIBUTING THEIR SUCCESSES TO LUCK OR EASE OF TASK.


Successful people rarely rely on luck.
They put lots of effort into reaching their goals.




Why is it important to credit yourself when you have tried hard?
How good does it feel when you have put in effort and you have been successful?
How good does it feel when you have been successful and you think to yourself "that was easy" ?

Share an example of when you have worked hard and been successful?

# Hassles and Payoffs

Discussion Questions

What is the difference is saying "I can't do it" and "I won't do it?"

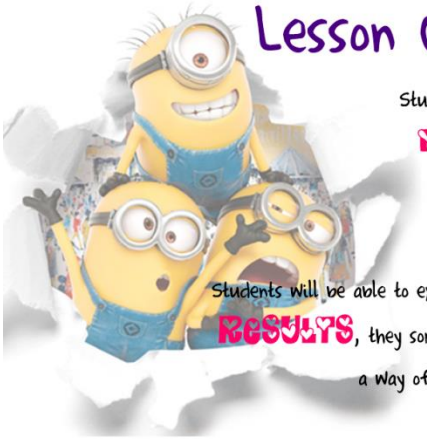
"Why work so hard and why keep trying? It's only school!" -What do you think of this statement?

What does the saying "NO PAIN, NO GAIN" mean to you?

Think of one area in which your goal was a SHORT TERM GAIN

Think of one area in which your goal was a LONG TERM GAIN

Think of something that you have experienced that was difficult or hard and explain why the hassle was worth the pay off.



# Lesson Objectives

Students will be able to explain the Relationship between **MOTIVATIONAL THOUGHTS** and **TASK PERSISTENCE**

Students will be able to explain that **TO ACHIEVE PLEASANT RESULTS**, they sometimes have to do unpleasant things, and that this is a way of thinking called **"WORKING TOUGH"**

Students will be able to state the short term **DISADVANTAGES** of putting off work and the long term **ADVANTAGES** of doing it

# WORKING TOUGH

**Means** THINKING THAT **SOMETIMES WE HAVE TO DO THINGS** THAT ARE NOT EASY OR FUN IN **ORDER TO BE SUCCESSFUL**


Every student in class has hard yakka. Teacher's and parents do too!

# LESSON OBJECTIVES

Students will be able to explain the meaning of **"HARD YAKKA."**

Students will be able to explain how the negative ways of thinking **"I CAN'T DO IT"** and **"I CAN'T BE BOTHERED"** lead to general work avoidance.

Students will be able to explain how the positive ways of thinking **"I CAN DO IT"** and **"WORKING TOUGH"** can help encourage them to do work they do not feel like doing.

Students will be able to identify **MOTIVATIONAL STRATEGIES AND THOUGHTS** for doing hard yakka.

# Resilience

## "Emotions Count"

Lesson Objectives:

- Students will be able to use words to describe common emotions.
- Students will be able to recognise their own emotions including physical symptoms experienced when extremely angry, down or worried.
- Students will be able to recognise the different emotions of others.

# Resilience

## "Taking your emotional Temperature"

Lesson Objectives:

-Students will be able to identify common age-related situations, people and events that lead to students getting very angry, down or worried.

-Students will be able to explain that there are different intensities of the same feeling young people experience in the face of adversity.

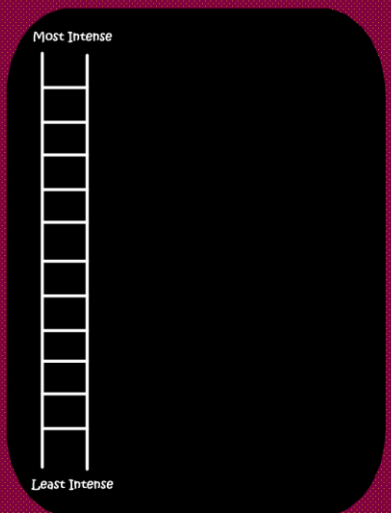
-Students will be able to rate the intensity of their typical emotional reactions they experience in the face of adverse, negative circumstances and people.

## Emotional Word Ladder

*Arrange the words from the most intense emotion to the least intense emotion*

Emotional Words

delighted panic-stricken bothered angry silly happy adventurous furious lonely sad hateful content curious depressed fearful embarrassed excited unhappy outraged pleased safe loving nervous ecstatic worried discontent annoyed surprised



# SAY "HELLO" TO BRILLIANT RESILIENCE


## Lesson Objectives:

1. You will be able to define "resilience" and specify examples and non examples of resilience.
2. You will be able to state that while getting upset is normal and healthy, getting too upset leads to behaviour that makes it harder to achieve your goals.
3. Students will learn how to use the "catastrophe scale" to keeps in perspective in order to be resilient.

For this activity, you will need to be organised in groups of 3-4. Your teacher will give your group a number from 1-5. The members in your group will need to role play your particular scenario - showing TWO scenes - one WITH resilience and one WITH OUT.

not getting extremely angry and fighting when someone is mean or acts unfairly.

not worrying a lot about having to take a test or meeting someone new.

not getting very down and staying away from people after getting a bad result or if someone says something mean to me.

if someone treats me unfairly, I calm down quickly when I get very angry.

when I get frustrated with my homework, I can calm down quickly.

MY PERSONAL

# REFLECTIONS

STAGE 3

THINK 2014 TANK

THINK TANK

REFLECTION AFFECTS PRACTICE

VISIT: CWPSSIX.WEEBLY.COM

# Passion Based Learning

Coding

✓ Stop Animation

Vocal Crew

Drama

I really enjoyed doing stop animation because I got to work with my friends. I really liked doing animation because It was fun taking the photos and moving the props around. It was also really fun watching the other animations as well, they were all really good.

MEMORABLE EVENTS

# YEAR 6

STAGE 3

YOU CAN

2014

IT DO

CLASS OF 2014

LAST YEAR OF PRIMARY SCHOOL

WORK TOGETHER

LEARN TOGETHER

VISIT: CWPSSIX.WEEBLY.COM

# BEST FRIENDS!

WORK WITH OTHER TEACHERS

# OTHER

STAGE 3

YOU CAN

2014

11:00

RFF

LANGUAGES OTHER THAN ENGLISH

WORK TOGETHER

LEARN TOGETHER

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# ENGLISH

# LOKI IN ENGLISH

I learnt that there is always a diffrent side to someone. They may seem evil but they aren't. ✓

I feel that I have become a little bit more confident ✓✓

I think that Doing this english lesson my writting has improved. It did! ✓✓

I learnt that Loki is just innocent and was just ✓

I feel that my group did a good job and we put effort into it. ✓✓ You did an amazing job.

5 out ☺

# Visual Arts

The best part during visual arts that I enjoyed the most was painting because it is exciting and is easy.

I learnt that the blue period was inspired by Pablo's friends death and by people living in povety on the streets.

I feel that Pablo Picasso was very pasionate with all of his artworks. By the looks of the artwork he put alot of effort in it.

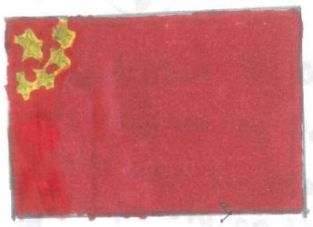
I learnt that tinting is when you add white, toning is to add black and shading is to add black and white.

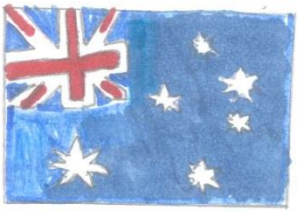
I learnt that the blue period started in 1901 and ended in 1904.

DSOP

# HSIE

I learnt that China is becoming a super power. They are trying to fight America to become the best economy in the world!





I learnt that Australia exports iron ore, gold and copper to China because they don't have it in China.

I think that China sells alot of cheap things but the quality isn't as good. Also most products are made in China, not many products are mad in Australia or any other Countries.

I feel that in the future China is eveeuall overcome America and be the new super power.

I learnt that people that work in China get paid less because there are alot of people and the things are made in a bad qulity place.

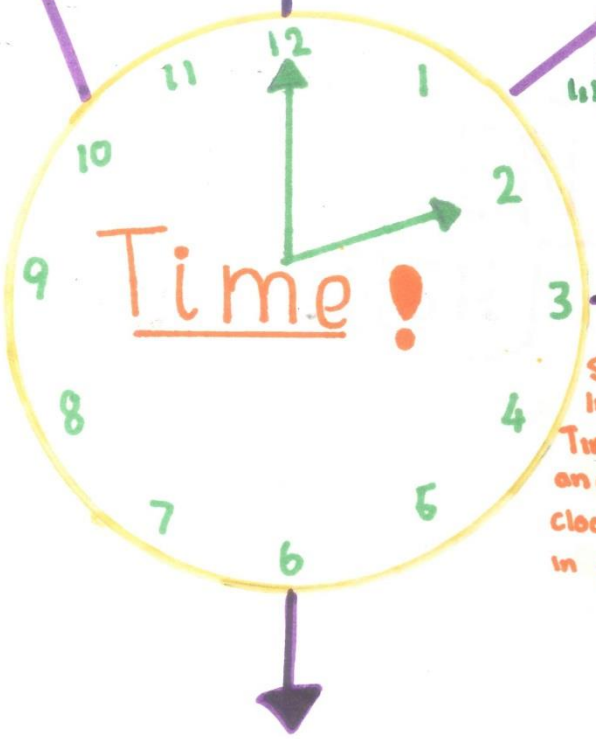
5DUP

# MATHS!

I learnt that reading a timetable can be alot harder. Timetables can be used in many ways like for a bus, train or ferry etc.

I learnt that elapsed time ~~that~~ can help use in the future

I learnt that Time is very important in our life because we won't know when to go somewhere like when to go to school



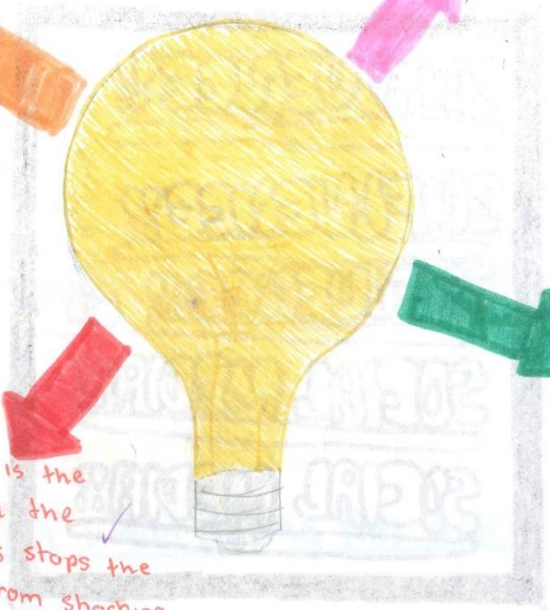

I learnt that time can be used in many ways. Someways are a time-line, timetable, clocks etc. Time can be read on an analogue clock or a digital clock, it can also be read in 24 hour time.

I think that time is a big Part of everyones life: Without time we wouldn't get around anywhere. Time plays a very important role in life, it helps us know when to go ~~sho~~ somewhere.

SOUP

Acircut is when you connect wires to a load like a battery or a powerpoint

I learnt that when you turn of the switch, you are actually opening the path for electricity to flow through



Something new I learnt was that ~~[illegible]~~ a conductor is a path for the electricity to flow through

The insulator is the ruber around the condoctor. This stops the electricity from shocking you when you're touching it.


6C, 6E & 6G
well done!
COMPLETED YEAR
6
2014
PM
WE ARE VERY PROUD OF YOU
CLASS OF 2014