**Maths LIFE SKILLS OUTCOMES – SAMPLE UNIT OF WORK – STAGE 4**

|  |
| --- |
| **Individual Student Profile** **STUDENT DETAILS:** Male student 13 years old in Year 7.**ACADEMIC ACHIEVEMENTS:** Poor NAPLAN result in primary school. He is unlikely to achieve Stage 4 outcomes in Mathematics without a high level of support but would be able to access successfully Life Skills Outcomes in Mathematics.**DISABILITY/DIAGNOSIS:** Assessed as having an intellectual disability in the mild (IM) range but does not have any health related issues.**FAMILY BACKGROUND:** Parents have requested enrolment in the local secondary school to maintain his social network from primary school. The proximity to home allows him to walk to school to avoid the stresses involved in accessing public transport.**BEHAVIOUR:** His behaviour is generally quiet and withdrawn and he could easily be overlooked in an active classroom.**COMMUNICATION:** His language skills are appropriate for social interactions in his peer group and with staff members.**INTERESTS:** The student enjoys watching action movies and watching NRL with his dad. |

Maths Sample Unit: Life Skills

|  |  |  |
| --- | --- | --- |
| **Mathematics: Data** | **Stage 4** | **Duration: 26 weeks** |
|  | **This overview may be programmed separately or integrated, where relevant within this unit of work** |

|  |  |
| --- | --- |
| **Key Inquiry Questions** | **Skills** |
| * Investigate techniques for recording Data. Students predict and record NRL football tips.

(This unit of work aligns with student interest in following NRL, and has a focus on visual resources to assist in the student’s understanding of activities) | * Comprehension: terms, concepts, keywords
* Analysis and use of sources
* Research
* Explanation and communication
 |

|  |  |
| --- | --- |
| **Outcomes** | **Maths Concepts** |
| * **MALS-1WM** responds to and uses mathematical language to demonstrate understanding
* **MALS-2WM** applies mathematical strategies to solve problems
* **MALS-35SP** recognises data displayed in a variety
* **MALS-36SP** gathers,organises and displays data
* **MALS-37SP** interprets information and draws conclusions from data displays
* **MALS-8NA** recognises and compares fractions in everyday contexts
 | The following Maths concepts are integrated into the lesson sequences:Working Mathematically* Communicating
* Problem Solving
* Reasoning
* Understanding
* Fluency
 |

|  |
| --- |
| **Links to KLA’s** |
| **English** * views and responds to a range of visual texts, media and multimedia ENLS-4A
* uses strategies to obtain meaning from and interpret a range of texts ENLS-7A

**Information and Software Technology*** LS2.1 uses information and software technology in solving a range of problems
 |

|  |  |  |
| --- | --- | --- |
| **Content** | **Teaching, Learning and Assessment** | **Resources** |
| **Week 1** Introduction to footy tipping. (Start program one week prior to NRL round 1) | * Watch NRF 2014 promo video
* Students are asked to name/identify the NRL football teams.
* Students are sked to choose their favourite NRL football team.
 | * Youtube
* Logos without text.
* Newspapers
* Magazines
 |
| **Week** **2** Students makes their football tips for the round. | **Lesson 1*** Students view NRL round 1 draw
* Students cut and paste the teams logos that are playing each other
* Indicate which team will win
 | * Tipping sheets
* Team logos visuals
* Newspaper
* Internet access
* Data charts
 |
| **Week 3** Review games resultsmake their football tips for the round. | **Lesson 2*** Students find the football results in the newspaper or online
* Students record the results on their individual data chart by creating a column graph with team Logos

**Lesson 3*** Students view NRL round 2 draw
* Students cut and paste the teams logos that are playing each other
* Indicate which team will win
 | * Tipping sheets
* Team logos visuals
* Newspaper
* Internet access
* Data charts
 |
| **Week 4- 26 Repeat above** |  |  |
| **Lesson extension ideas** | * Using fractions to talk about tips and results e.g. five out of seven people are tipping the Broncos this week
* Research your favourite player, player probe
* Interview a friend.
* Footy colours day. Wear your favourite football colours
* Listen to team songs and play instruments to team songs
* Create a class football team name and logo
* Be a football commentator and present a commentary of a football clip
* Class excursion to Rugby League Museum at Moore Park
* Visit your local NRL oval i.e. Jubilee Oval
* Make NRL cushions
 | Rugby League Reads Mac Millan |
| Assessment | Possible Questions you would ask during the football tipping competition.* Which Team has won the most games
* How many tries has…. scored.

Observations of the students completing their Tally charts |  |