

Step 4:

Managing Your Workload and Planning Your PoUs (Page 10)

Note: NO VIDEO or audio recording permitted. Photos ok but you can also view and print all the slides from this session at home.

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Diary Term 2
 Thursday, 15 April 2021 4:14 pm

Homework:

Subject	Description:	Due:
English	<input type="checkbox"/>	
Maths	<input type="checkbox"/>	
Science	<input type="checkbox"/>	
HSIE	<input type="checkbox"/>	
PDHPE	<input type="checkbox"/>	
JS	<input type="checkbox"/>	
Hebrew	<input type="checkbox"/>	
Tech	<input type="checkbox"/>	
Art / Music	<input type="checkbox"/>	

Reminders/meetings:

Important term dates:

☆☆☆
☆☆☆
☆☆☆

PoU Due Dates:

Subject	Due:
English	<input type="checkbox"/>
Maths	<input type="checkbox"/>
Science	<input type="checkbox"/>
HSIE	<input type="checkbox"/>
PDHPE	<input type="checkbox"/>
JS	<input type="checkbox"/>
Hebrew	<input type="checkbox"/>
Tech	<input type="checkbox"/>
Art / Music	<input type="checkbox"/>

Weekly schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Activities:						
Time for HW:						
Priority tasks:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Big Picture Overview of the Term

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Assessment Schedule: Print it and put up at home.

Year 7	Term 1	Term 2	Term 3	Term 4
1	Swimming Carnival			
2		Y7 Vaccinations	Science	Shemini Atzeret / Simchat Torah (Mon-Tues)
3	Y7/8 CAMP	NAPLAN		
4		Hebrew Science		History Science
5	Music	Enhanced Ed Seminar (Thurs) Music Maths JS - My Prayer (Weds)	Hebrew Online interactive exercises and feedback, using the 'ivriti' website, Written task/presentation.	Music VisArts (culminating)
6	Maths	VisArts (culminating)	Music Maths - test	Maths (JS - Tikkun Olam Portfolio Completed To Date will be used for report)
7	Geography	Shavuot (Sun-Mon) Athletics Carnival (Wed) Geography Reports Due Y7	History	Hebrew Reports Due Y7
8	English JS - Jewish Calendar VisArts (culminating)	Queens Bday (Mon)	VisArts (culminating) English JS - Shorashim physical album	English Presentation on Film JS - Tikkun Olam Portfolio Final
9	Music / PDHPE	Music Camp Geography Technologies PDHPE	PDHPE (Should be fine to go ahead as scheduled) History - Ancient Egypt research	Technologies PDHPE

The schedule for the whole year in advance is available through Edumate. The brief nature of the task, the due date (within the week, usually, rather than the exact date) and the weighting of the task is listed there. Students receive information relating to PoUs via Reshet.

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Term 3					
1	M18 Stall Day	T19	W20	T21	F22
2	M25	T26 French vocab test	W27	T28	F29
3	M1 August	T2	W3	T4 Maths Comp FD Health Assign due	F5 Maths Topic Test Geog Assign Due
4	M8	T9	W10 Science Topic Test	T11	F12
5	M15	T16 English Project Due DoT Assign Due	W17	T18 History Assign Due	F19 Father/Daughter Breakfast
6	M22	T23	W24	T25	F26
7	M29	T30	W31	T1 September	F2

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The image shows a school timetable grid for Term 3. The grid is organized by date, with columns for each day of the week. The dates range from Monday, June 18 to Friday, June 27. Below the grid is a detailed subject schedule for Monday through Friday, with subjects listed in colored blocks. The subjects include Art, Science, PE, Maths, English, History, and Religion. The schedule is as follows:

MONDAY A	TUESDAY A	WEDNESDAY A	THURSDAY A	FRIDAY A
ART	PE	PE	ART	ART
SCIENCE	PE	PE	ART	ENGLISH
PE	TEC	MATHS	PE	ART
TEC	PE	ASSEMBLY	SCIENCE	LOK
MATHS	PE	RELIGION	SPORT	SCIENCE
ENGLISH	RELIGION	ENGLISH		MATHS
MONDAY B	TUESDAY B	WEDNESDAY B	THURSDAY B	FRIDAY B
RELIGION	RELIGION	ENGLISH	SCIENCE	ENGLISH
MATHS	RELIGION	TEC	SCIENCE	ENGLISH
PE	MATHS	SCIENCE	TEC	ART
SCIENCE	LOK	PE	TEC	MATHS
ART	PE	MATHS	SPORT	RELIGION
TEC	ENGLISH	PE		PE

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But how do you plan the work for PoUs?



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Plan the steps for individual tasks



- NOTE:**
1. Everything will always take longer than you think it will.
 2. Starting straight away (even doing a little bit) is always a good idea.

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Assessment: The Ancient Mediterranean World

Due Date: Friday 11th June, 2021 Term 2 Week 8
 Time: 5:00pm Google Classroom
 Percentage Weighting: 25%

Outcomes to be assessed:

HT4.3 describes and assesses the motives and actions of past individuals and groups in the context of past societies.
HT4.6 uses evidence from sources to support historical narratives and explanations.
HT4.9 uses a range of historical terms and concepts when communicating an understanding of the past.

Task Description

You will be submitting a research essay in response to the following question via Google Classroom:

Describe what daily life was like for members of THREE different social classes in Ancient Greece, Rome or Egypt. Use three sources to support your points.

- This response should be 750 words in length (+/- 10%)
- Your essay should use the following structure:
 - Introduction
 - Body paragraph (x3) - IDEE TEEL
 - Conclusion
- You must include a reference list of books, websites and videos that you have used to research this topic.

MARKING CRITERIA

Marking Criteria	Grade
<ul style="list-style-type: none"> Clearly and articulately explains the everyday lives of members of different social classes during Ancient Egypt, Greece or Rome Incorporates an excellent level of detail and relevant terminology Thoughtfully integrates and synthesises sources Writes clearly and succinctly, addressing all the best conventions of essay writing including the TEEL paragraph structure Includes a resource list that uses a wide range of sources 	A
<ul style="list-style-type: none"> Clearly explains the everyday lives of members of different social classes: Ancient Egypt, Greece or Rome Uses high level of detail and relevant terminology Thoughtfully integrates sources Writes clearly, addressing all the best conventions of essay writing including the TEEL paragraph structure Includes a resource list that uses a range of sources 	B
<ul style="list-style-type: none"> Succinctly describes the everyday lives of members of different social classes during Ancient Egypt, Greece or Rome Uses a limited level of detail and some relevant terminology Writes clearly, addressing some of the best conventions of essay writing including TEEL paragraph structure Includes a resource list that uses a number of sources 	C
<ul style="list-style-type: none"> Briefly describes the everyday lives of members of different social classes during Ancient Egypt, Greece or Rome using basic level of detail with some basic historical terminology Attempts to write using some of the best conventions of essay writing including aspects of the TEEL paragraph structure Includes a basic resource list 	D
<ul style="list-style-type: none"> Attempts a minimal (or no) serious attempt to describe the everyday lives of different groups during Ancient Egypt, Greece or Rome using limited detail and/or terminology Limited use of sources Limited use of structure Limited or no resource list 	E

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KEY POINTS (from Assessment Notifications) (+ pages)

ESSAY ⇒ due Fri 11th June 750 words
 @5%

Describe daily life 3 social classes Ancient Greece, Rome, Egypt Use 3 sources

Keep referring hypothesis ⇒ motives and actions

- Intro (10% word count) → Thesis statement overview paragraphs final judgement
- Body - 3 TEEL Paragraphs
- Conclusion (10% word count)
- Reference List (Footnote)

Choose country and class
 Research each class (keep reference list)
 Write paragraphs on each using sources (footnote)
 Write intro
 Write conclusion
 Check all references in reference list
 Edit and Proof
 Check word count
 Check against marking criteria

Sources
 R refer to source
 E extract detail
 D draw conclusion

T topic sentence
 E explanation
 E evidence
 L link

Capture the key points of the assessment notification in a single page.

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TASK	DATE DUE
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Biology Test	3 rd May
Maths Assign	7 th May
History Project	11 th May
English Report	15 th May
French Test	18 th May

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THIS WEEK:

Biology Test	3/5	Finish notes, do end chp test
Maths Assign	7/5	Make flashcards for formulas
History Project	11/5	Do at least an hr of research
English Report	16/5	Brainstorm ideas for 1 st draft
French Test	18/5	None

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THIS WEEK:

Biology Test	3/5	Finish notes, do end chp test	MON
Maths Assign	7/5	Make flashcards for formulas	TUES
History Project	11/5	Do at least an hr of research	WED
English Report	16/5	Brainstorm ideas for 1 st draft	THURS
French Test	18/5	None	

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THIS WEEK:

Biology Test	3/5	Finish notes, do end chp test	MON
Maths Assign	7/5	Make flashcards for formulas	TUES
History Project	11/5	Do at least an hr of research	WED
English Report	16/5	Brainstorm ideas for 1 st draft	THURS
French Test	18/5	Practice speaking skills	FRI
Geog Assess	22/5	Do section 1	TUES

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THIS WEEK:

Biology	3/5	Finish notes, do end chp test	MON
Maths Assign	7/5	Make flashcards for formulas	TUES
History Project	11/5	Do at least an hr of research	WED
English Report	16/5	Brainstorm ideas for 1 st draft	THURS
French Test	18/5	Practice speaking skills	FRI
Geog Assess	22/5	Do section 1	TUES

At the end of the week, reassess make a new plan for the weekend. Then plan the next week. Then the next weekend....

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How can parents help?

- When you have an assignment, spend some time with your parents brainstorming the steps for the task and allocating these in your planner AND go through the assessment notification.



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How can parents help?

- When you have an assignment, spend some time with your parents brainstorming it into pieces and allocating these in your planner AND go through the assessment notification.

NOTE: Parents you can help

AS MUCH AS YOU LIKE with planning

– but please don't do the students' assessments, it needs to be THEIR work - not YOURS. **You can discuss and guide and support**, but don't tell and do. Let them try, fail, become resilient and learn from their mistakes. If you over-help you will create big issues in the senior years.

me looking at the F my kid got for the math homework I solved



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PS1

STEP 4 TO DO TOGETHER:

PAGE 9 – Tick your answers

PAGE 10 – Action Plan: What do you want to do, change or remember from this section?

- Eg:
- I will brainstorm all the steps for my assignments and put a plan in my planner.
- I will keep track of the learning I have done by highlighting/crossing out and moving unfinished work to the next day.
- I will make up a timetable of when I can allocate specific times to schoolwork.
- I will draw up / print out a term planner so I can see at a glance when the heavy weeks are.

FINISHED? Well done, we are almost finished this session too! Have a stretch so you can focus for the last few minutes to find out how to access Step 5 (How to Study for a Test) and all of the slides and resources.

- Text questions to Dr Salter on 0416 293 087

2 minute timer for this activity:

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