



## Sherwood State School - WHOLE SCHOOL CURRICULUM P- 6 2025

Year level	Report period	English	Mathematics	Science	HASS	Health Mrs Smith	Physical Education Mrs Smith	Technologies	The Arts Miss Mackenzie	Music Mrs Nearhos	
PREP	Sem 1	Students will listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts. These texts include both fiction and non-fiction books and everyday texts. They will engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real-life situations, investigations and routines and transitions.	Students apply a variety of mathematical concepts in real-life, lifelike and mathematical situations. -Students make connections between number names and numerals. They will begin to recognise a sequence of numbers from zero to at least 20. -They describe the position and the location of themselves and objects within a familiar space. • Students collect, sort and compare data in response to questions in familiar contexts. -They copy and continue repeating patterns.	Students use their senses to explore and observe the weather in their local environment. They will learn how to record their observations and represent the weather using symbols. Students will observe the weather daily and will begin to notice that changes occur throughout the year. They will discuss seasonal changes and identify different features of the weather. Students are given opportunities to reflect on the impact these changes have on themselves, as well as plants and animals. They will discuss different clothing, shelter and activities, through various cultural perspectives. Throughout the term, students will begin to realise that weather conditions are not the same around Australia and the world. Students will be given opportunities throughout the unit to reflect on how the weather affects living things and to communicate their observations.	Students will explore important events celebrated in their lives, and those of others around the world. Students will be required to discuss a chosen event in their lives, and identify how people and objects help them to remember it.	Students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings. Students will also identify safe settings where they can move and play and identify actions that keep them safe in different settings.	Students explore how to move and play safely during physical activity. Students demonstrate personal and social skills for working with others in a range of activities. They develop the fundamental movement skills of two-handed catching and underarm throwing and explore dynamic balances with beanbags. They apply these skills to solve movement challenges.	Students will be learning how to be responsible users of technology in the classroom, and how to use a variety of apps on the iPads.	Students will be experiencing the Arts subject of Drama. Students will be exploring the school / local community / imagined places as stimulus for process drama and dramatic play. Process dramas is a method of teaching and learning drama where both the students and teacher are working in and out of role. Students will use voice, facial expression, movement and space to imagine and establish role and situation. Students will present dramas that communicates ideas about place/space to an audience. And students will respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples.	Students will be learning how to use our voices as instruments, by learning to sing new songs in a group and by ourselves. We will also be looking at how to create actions and include dynamics to make our music fun and interesting.	
		Students engage with a range of informative texts that support learning in English and across the curriculum. Imaginative texts with related themes and topics are selected to complement these. Students read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, various types of stories and non-fiction texts. They explore familiar text types such as stories and informative texts, and identify language and visual features of texts to suit their purpose. Students recognise that sentences are made up of groups of words that work together to make meaning and explore the contribution of images and words in texts. Students engage in shared and independent writing and/or learning experiences to create short texts to report ideas about familiar topics, using some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.	Students apply a variety of mathematical concepts in real-life, lifelike and mathematical situations. -Students make connections between number names and numerals from zero to at least 20. -They partition and combine collections up to 10 in different ways, representing these with numbers. -Students represent practical situations that involve quantifying, adding to and taking away from collections to at least 10.	Students will use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.	Students will explore important events celebrated in their lives, and those of others around the world. Students will be required to discuss a chosen artefact, explaining how it helps them to remember a special event in their lives.						
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1	Sem 1	Students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools. Students respond to imaginative stories making connections between personal experiences and the text.	Students will develop a sense of equivalence, fairness, repetition and variability through play based and practical activities. They will use materials to demonstrate that numbers can be represented, partitioned and composed in various ways. Students will use simple transformations, give directions and follow pathways to move the positions of people and objects to different locations. They will use simple surveys to collect and sort data and understand that data can be represented in different ways. Students will then compare and discuss the data by identifying patterns.	Students will explore sources of light and sound. They will manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life.	Students will explore the following inquiry question: How has my family and daily life changed over time?	Students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.	Students develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They also apply rules and fair play practices. We will build up our endurance for cross country and participate in a water safety and swimming education program.	Students will use a shared ipad during group learning. Some of the apps we use include- Reading Eggs, Maths Seeds, Book Creator and Seesaw.	Dance - students make and respond to dance by exploring dance from other countries and cultural groups as stimulus.	Musical Stories Students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.	



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		Students engage with a range of informative texts that report and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, poems and narrative texts. Through texts, students explore how print and digital informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences. Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: <ul style="list-style-type: none"> <li>• use physical and virtual materials to demonstrate that one and two-digit numbers can be represented, partitioned and composed in various ways, and that two-digit numbers can be partitioned into tens and ones</li> <li>• use skip counting to quantify physical collections</li> <li>• recognise patterns in numbers and extend knowledge of numbers beyond two digits</li> <li>• use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences, employ different strategies and discuss the reasonableness of answers</li> <li>• explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events.</li> </ul>	Students explore how everyday materials can be physically changed in a variety of ways according to their properties. <ul style="list-style-type: none"> <li>• They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives.</li> <li>• Students respond to questions, make predictions and participate in guided investigations exploring the effects of making changes to materials and objects.</li> <li>• They use a range of methods to sort information and collect and record observations, comparing them with the observations of others.</li> <li>• They modify a material for a given purpose, test their modifications and compare their observations with predictions.</li> </ul>	Students will explore the following inquiry question: How has my family and daily life changed over time?	Students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.	In the unit 'I'm a Balliever', students perform the fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities. Students continue to build their endurance for the cross-country carnival in week 4.				
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2	Sem 1	Students engage with a range of imaginative texts which use language in different ways to present characters and settings. Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue.  Students will create a written and multimodal informative text for an audience. Students will select an Australian animal to research and learn to draw labelled images of the species. Using the information they have learned; students will write an information report.	Students will learn to locate and identify positions of features on a map and move positions by following directions and pathways on a grid. Moreover, students will use a range of methods to collect, record, represent and interpret categorical data in response to questions. Students will also learn to partition, rearrange, regroup and rename numbers to 999 to assist with calculations and use mathematical modelling to solve practical additive problems involving money.  Students will read time to the hour, half hour and quarter hour on an analog clock and use a calendar to determine the number of days between events. Additionally, students will partition, rearrange, regroup and rename numbers to 999 to assist with calculations and use mathematical modelling to solve practical additive problems involving money.	Students will focus of our unit is Properties of Materials. They will be looking at what different materials are used for and the reasons why based on their known properties (e.g. strong, waterproof, hard, smooth).  Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages.	Students will look at the geographical divisions in the world and places at different scales (eg. personal, local, regional, national, global). We will pose questions, use maps, identify key features that define a place and describe locations of places.	Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and ways these messages can be used to make good decisions about their own and others' health and wellbeing.	Students will demonstrate fundamental movement skills (instep pass, punt kick and one-hand strike) and test alternatives to solve movement challenges to reach their targets. We will build up our endurance for cross-country and participate in a water safety and swimming education program. During our tennis unit, students perform movement sequences that incorporate the elements of movement and equipment. Students work collaboratively with partners to solve hitting challenges.	Students explored digital systems, collected and sorted data, and represented sequenced steps and decisions (algorithms) using robots.	Drama - Students make and respond to drama by using picture books as a stimulus as they bring them to life with voice, movement, soundscapes and improvisations for performance.  Visual Art- Students make and respond to artworks that show weather and feelings.	Semester 2	
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3	Sem 1	Students will develop their listening and speaking skills. They will explore a variety of imaginative texts, discussing ideas and expressing their opinions about the stories they encounter. By the end of the unit, students will create and deliver a multimodal presentation to review an imaginative text, showcasing their understanding and creativity.	Number and place value – count to 1 000; investigate the 2s, 3s, 5s and 10s number sequences; identify odd and even numbers; represent, compare and order three-digit numbers; partition numbers (standard and non-standard place value partitioning). Students will recall addition facts, subtraction facts, represent and solve addition problems. They will become familiar with adding and subtracting two-digit, single digit and three-digit numbers and solve simple problems involving multiplication. They will interpret and create two dimensional representations of familiar environments. During this unit students will also conduct guided statistical investigations involving categorical and discrete numerical data, and interpret their results in terms of context. They will then	Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things.	Students discover how they belong, participate and contribute to their community and how these communities change over time. Students also learn about the significance of different celebrations and commemorations.	Students will investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies	Students will demonstrate their water safety knowledge and swimming and survival skills in a pool setting. They will also refine movement skills (running) and apply spatial awareness (following a course) in a cross-country setting.	Students will investigate the suitability of materials, systems, components and equipment for specific purposes. They will explore factors including sustainability that impact on designs that meet needs. As a summative task, they will repurpose a clothing item with other recycled materials to create a useful item	Semester2	Our focus Unit is 'Let's Celebrate, Let's Remember', and we will be learning how to perform, create and respond to music across a wide range of activities. Students will have the opportunity to work both independently and in small groups. Students are continuing their exploration of Music in Character; this term we will be	Semester 2



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			record, represent and compare data they have collected.			to assist them in establishing and maintaining respectful friendships.				writing music that reflects a character and writing a response to our compositions.	
		Students will engage with a range of information texts, particularly looking at different countries. Through texts, students identify how informative texts such as factual descriptions, information reports, procedures and explanations are typically organised and how authors use language and visual features to present relevant information. Students will also read, view and comprehend different texts using knowledge to read accurately and fluently as independent readers.	Students will manipulate numbers using a range of strategies including partitioning and regrouping that are based on understanding and fluency with single digit addition facts and place value in the base-10 number system. They will also develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between the operations. Students will develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practice.  Students will make estimations when solving problems to determine the reasonableness of calculations when checking the solution. They will also recognise the relationship between dollars and cents and learn to represent money values in different ways with a focus on everyday situations. Students will tell the time to the hour, half hour and quarter hour on analogue and digital clocks. Finally, students will identify everyday situations when using metric units to measure and compare events and duration.	Students will use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They will identify the observable and non-observable features of Earth and compare its size with the sun and moon.	Students will discover how they belong, participate and contribute to their community and how these communities change over time. Students also learn about the significance of different celebrations and commemorations. They will pose questions, analyse sources and locate information about events such as Harmony Day	Students will participate in an athletics unit in preparation for our senior athletics carnival. Students will develop specialised movement skills in jumping, throwing and running.	Students will continue to investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.				
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4	Sem 1	Students will listen to and create spoken and/or multimodal texts, including stories and short films. They'll interact with others to share and extend ideas, opinions and information with audiences. Students will use language features such as subjective and objective language, topic-specific vocabulary and literary devices, and features of voice.	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; and 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. Data representation and interpretation - collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays.	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 and complete games safely to collect data. Students will use tables and column graphs to organise data and identify patterns so that findings can be communicated. They will identify how science knowledge of forces helps people understand the effects of their actions.	Students will investigate the short and long-term effects of European settlement. Student will continue to explore the history of the First Fleet settlement and understanding its significance in shaping Australian history. Students will also learn about rules, laws, and the importance of a sense of community and identity, discovering how these elements help to build a strong, connected society.	Students have been refining fundamental movement skills to perform various aquatic skills including recognised strokes and water safety. Students also developed movement skills of running, jumping and throwing in athletic orientated movement activities designed to enhance movement sequences.	Students identified strategies to keep healthy and improve fitness. They explored the Australian guide to healthy eating and the five food groups to understand the importance of a balanced diet and how health messages influence food choices.	In Digital Technologies students explored, collected and manipulated data. Students created a digital solution that represented data as meaningful information to address a school and community issue. Students will explore, collect and manipulate different types of data and transform data into information. Students will also describe how a familiar information system is used, and draw, identify and explain data types and representations.	Drama - Students devise, perform and respond to drama about Country/Place.  Visual Art - Students explore human connections to real and imagined places as inspiration for constructing mixed-media artworks.	Semester 2	Semester 2
		Students will focus on writing informative reports about people, places, and animals, developing their research and writing skills. They'll also enhance their comprehension by exploring the fascinating water cycle, learning how it works and its importance to our planet.	Students will be exploring odd and even numbers, strengthening our understanding of multiplication and division problems, and solving time-related problems. Students will practice recognizing patterns in numbers, use multiplication and division to solve real-life problems, and sharpen their skills in reading and calculating time.	Students will investigate life cycles and sequence key stages in the life cycles of plants and animals. They will examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effects of these changes on living things, including the impact on life cycles and the survival of the species. Students will identify when science is used to understand the effect of their own and others' actions.							



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5	Sem 1	Students will read, listen to, comprehend and discuss a variety of narrative texts. They will explore a range of texts, exploring their language features, visual features and text structures. The students will create and respond to questions relating to the texts, building on other students' ideas and questions with elaborations about the texts. They will discuss the authors and illustrator's intent and its effect on the audience.	Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of: <ul style="list-style-type: none"><li>• Number and place value</li><li>• Fractions and decimals</li><li>• Transformations and Grid coordinates</li><li>• Data representation and interpretation</li></ul>	Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They will understand that science involves using evidence and comparing data to develop explanations. Students will investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.	Students will be learning all about laws and rules - comparing the difference between laws and rules, understanding the different types, who creates them and who enforces them. Students will continue to build on their knowledge of human and environmental characteristics and compare differences between urban and rural communities. They will discover the effects of urbanisation on Australian communities and lastly, further their understanding on natural hazards and disasters.	students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.	Students performed specialised movement skills and sequences. They combined movement concepts and strategies and applied them in lifesaving skills in an aquatic environment. Students also combined free running, jumping and throwing in an athletics-based context to complete movement challenges and sequences.	Semester 2	Semester 2	Students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.	Introduction to Japanese: Students begin to engage with the Japanese language and culture. They explore the similarities and differences in greeting others in a variety of scenarios such as greetings in class and greeting friends and teachers. Students introduce themselves using appropriate pronunciation, intonation and rhythm whilst speaking.
		Students will explore a variety of informative texts, with a focus on information reports about natural disasters. They will analyse the structure and features of these texts, discuss the author's and illustrator's intent, and compare how different texts present similar information. Using their research, students will create their own well-structured reports, incorporating technical vocabulary, complex sentences, and visual elements to effectively inform and engage their audience.	Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of: <ul style="list-style-type: none"><li>• Number and place value</li><li>• Fractions and decimals</li><li>• Transformations and Grid coordinates</li><li>• Data representation and interpretation</li></ul>	Students will be exploring and learning about the key features of our solar system including the planets and stars. They will explore and discuss scientific developments that have affected people's lives. They will also describe details of contributions to our knowledge of the solar system from a range of people.	Students will be exploring people and the environment and asking how they influence one another. Students will recall information from previous years to accurately depict a world map. They will examine the characteristics of places in Europe and North America and the location of major countries in relation to Australia. The students will continue to learn how to interpret data to identify simple patterns, trends, and spatial distribution to infer relationships. Finally, they will utilise this data and other findings to draw a conclusion about a preferred place to live and provide evidence to support their decision.						
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6	Sem 1	Student will interact with others, and listen to and create spoken and/or multimodal texts including literary text, for a particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They will use and vary text structures to organise, develop and link ideas. Lastly, they will use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.	Students will use integers to represent points on a number line and in the Cartesian plane and locate an ordered pair in any one of the 4 quadrants on the Cartesian plane. They will create tessellating patterns using combinations of transformations. Students will compare distributions of discrete and continuous numerical and ordinal categorical data sets as part of their statistical investigations, using digital tools. Students critique arguments presented in the media based on statistics.	Students will investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.	Students will be discussing and researching how key figures, events and ideas led to Australia's Federation and Constitution. Special emphasis will be on the role Sir Henry Parkes played in the birth of Australia's Federation in 1901. This aligns to our excursion to Parliament House.	Students explored drink products that contribute to health and wellbeing. They investigated the effects a variety of drinks have on the body and examined available alternatives.	Students performed specialised movement skills and sequences. They combined movement concepts and strategies and applied them in lifesaving skills in an aquatic environment. Students also combined free running, jumping and throwing in an athletics-based context to complete movement challenges and sequences.	Semester 2	Drama - Students devise, perform and respond to drama based on the style of melodrama.  Visual Art - Students explore artists' use of animal representations and relationship to environment as inspiration for a sculptural artwork.	Semester 2	Introduction to Japanese: Students begin to engage with the Japanese language and culture. They explore the similarities and differences in greeting others in a variety of scenarios such as greetings in class and greeting friends and teachers. Students introduce themselves using appropriate pronunciation, intonation and rhythm whilst speaking.
		Students will read, view and comprehend an advertisement for a holiday destination created to inform, influence and/or engage audiences. They will also use two different styles of texts on the same subject to identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how	Students will find unknowns involving order of operations and solve problems using the properties of prime, composite and square numbers. They will also use mathematical modelling to create a budget for a class event. A third component of mathematics this term is to interpret and use timetables and plan an itinerary.	Students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students will explore how energy from	Students will be investigating the rights and responsibilities of Australian citizens today and the experiences of Australian democracy and citizenship for different groups in the past.						



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		texts reflect contexts. They will identify how texts have similar and different text structures to reflect purpose. They will also explain how language features including literary devices, and visual features influence audiences.		a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They will identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.							
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