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| Time | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 8:00-8:30 | Planning time for the day and setting the scene | | | | |
| 8:30-9:15 | pastoral care & PRAYER | | | | |
| 9:15-10:15 | Integrated Learning Block | INTEGRATED LEARNING BLOCK | Integrated Learning Block | Integrated Learning Block | Integrated Learning Block |
| *Data collection of demographics of people relating to the overall inquiry*. How does the method with which we collect data impact our interpretation of the data?  [Link to resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/mathematics/year-8-statistics-and-probability)  Australia has 23 million people. Where do I fit?  [Link to resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/human-and-social-sciences/migration-and-changing-demographics) | *Identify language features that are persuasive in advertising relating to sustainability* How might we redesign a public space to be more environmentally sustainable?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/technologies/sustainability)  How are words, visuals, music and sound effects, and body language used to persuade and influence?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/english/persuasion) | *Every rock tells a story* How can we increase our understanding of the relationship between culture and land for Australia’s First Peoples?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/languages/globalisation)  Has Earth always been like this?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/science/year-8-earth-sciences) | *Compare and contrast the data collected with secondary sources of Australian data*  How does the method with which we collect data impact our interpretation of the data?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/mathematics/year-8-statistics-and-probability)  Australia has 23 million people. Where do I fit?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/human-and-social-sciences/migration-and-changing-demographics) | *Identification of rocks and minerals* How can we increase our understanding of the relationship between culture and land for Australia’s First Peoples?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/languages/globalisation)  Has Earth always been like this?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/science/year-8-earth-sciences) |
| 10:15-11:15 | Morning snack break and outside time | | | | |
| 11:15-12:15 | Learning Block  **Health and PE** | INTEGRATED LEARNING BLOCK | INTEGRATED LEARNING BLOCK | INTEGRATED LEARNING BLOCK | INTEGRATED LEARNING BLOCK |
| Health and PE What are the physical, social, emotional and spiritual benefits to being outdoors?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/health-physical-education/connecting-with-nature-nurtures-our-wellbeing) | *Introduce history of the earth and its long-term care through a variety of perspectives.*  How can we increase our understanding of the relationship between culture and land for Australia’s First Peoples?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/languages/globalisation)  Has Earth always been like this?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/science/year-8-earth-sciences) | *Analysis of population pyramids and their impact on resources* How does the method with which we collect data impact our interpretation of the data?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/mathematics/year-8-statistics-and-probability)  Australia has 23 million people. Where do I fit?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/human-and-social-sciences/migration-and-changing-demographics) | *Cycles and how they are interpreted* How can we increase our understanding of the relationship between culture and land for Australia’s First Peoples?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/languages/globalisation)  Has Earth always been like this?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/science/year-8-earth-sciences) | *Introduce concept of persuasive text in pitching for a redesigned space.* How might we redesign a public space to be more environmentally sustainable?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/technologies/sustainability)  How are words, visuals, music and sound effects, and body language used to persuade and influence in a variety of multimodal texts?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/english/persuasion) |
| 12:15-1:00 | Lunch and outside time and exercise | | | | |
| 1:00-2:00 | INTEGRATED LEARNING BLOCK | INTEGRATED LEARNING BLOCK | INTEGRATED LEARNING BLOCK | Learning Block  **Religious Education** | Learning Block  **Health and PE** |
| *Introduce concept of persuasive text in pitching for a redesigned space.* How might we redesign a public space to be more environmentally sustainable?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/technologies/sustainability)  How are words, visuals, music and sound effects, and body language used to persuade and influence?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/english/persuasion) | *Compile and analyse the class data collected earlier* How does the method with which we collect data impact our interpretation of the data?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/mathematics/year-8-statistics-and-probability) | *Analysis of population pyramids and their impact on resources*. How does the method with which we collect data impact our interpretation of the data?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/mathematics/year-8-statistics-and-probability)  Australia has 23 million people. Where do I fit?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/human-and-social-sciences/migration-and-changing-demographics) | How can science and religion work together to support and enhance human dignity?  [years-7-10/religious-education/sample-units-for-online-r-e-learning](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/religious-education/sample-units-for-online-r-e-learning) | ­­What are the physical, social, emotional and spiritual benefits to being outdoors?  [Link to Resource](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/health-physical-education/connecting-with-nature-nurtures-our-wellbeing) |
| 2:00-3:00 | Reading and literacy  Free reading or writing | Reading and literacy  Free reading or writing | Reading and literacy  Free reading or writing | Reading and literacy  Free reading or writing | Reading and literacy  Free reading or writing |
| 3:00-3:45 | Learning Block  **Arts** | Learning Block  **Religious Education** | Learning Block  **Mindfulness** | Learning Block  **Arts** | Learning Block  **Arts** |
| Children can draw, sing, play an instrument, dance, design, or generally create. | How can science and religion work together to support and enhance human dignity?  [years-7-10/religious-education/sample-units-for-online-r-e-learning](https://www.cesa.catholic.edu.au/learning-online/learning-resources/years-7-10/religious-education/sample-units-for-online-r-e-learning) | [Link to Resource](https://www.cesa.catholic.edu.au/learning-resources/wellbeing/nurturing-wellbeing) | How do artists use their art to present alternative perspectives of constructed historical narratives?  [Link to ATSI Resources](file:///C:/Users/murphy%20michael/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/7O4QCWO2/learning-diversity/aboriginal-education/art-gallery-of-sa-the-essential-introduction-to-aboriginal-art-25-facts-)  [Link to Resource](file:///C:/Users/murphy%20michael/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/7O4QCWO2/years-7-10/the-arts/the-role-of-art-in-representing-australian-history) | Children can draw, sing, play an instrument, dance, design, or generally create. |
| 3:45-4:00 | Reflection on the day and needs for tomorrow. what key capabilities did you evidence today? Opportunities for meditation/prayer | | | | |

All hyperlinks to Learning Resources listed in this document are preceded by **www.cesa.catholic.edu.au/learning-online/learning-resources/**