

<b>Time 2</b>		
<b>Stage 3 Outcome</b>		
<p>A student:</p> <ul style="list-style-type: none"> <li>› describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions MA3-1WMM</li> <li>› selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations MA3-2WMM</li> <li>› uses 24-hour time and am and pm notation in real-life situations, and constructs timelines MA3-13MG</li> </ul>	<p><b>Language:</b> Students should be able to communicate using the following language: timetable, timeline, <b>scale</b>, 12-hour time, 24-hour time, hour, minute, second, am (notation), pm (notation).</p>	
<b>Teaching and Learning Activities</b>	<b>Notes/ Future Directions/Evaluation</b>	<b>Date/LAC Icons</b>
<p><b>Timetables</b>                      Students access timetables on the Internet or the teacher provides students with a variety of timetables eg bus, plane, train, ferry, theme parks, movies. Students describe any visible patterns eg ‘Buses leave every 15 minutes on weekday mornings.’ Students calculate the duration of different journeys or events using start and finish times. They develop an itinerary for a given time-frame eg 4 hours. Students plan their ‘ultimate’ 24-hour itinerary. Students record their itinerary in 12-hour time using am and pm notation, and 24-hour time. Students discuss which timetables use 24-hour time and why it is important.</p> <p>Students to investigate online timetables to prepare simple travel itineraries. Students use timetable to create their own problems. Swap with a partner and complete.</p>		 Literacy  Critical and creative thinking  Information and communication technology capability
<p><b>Interpreting and Drawing a Timeline</b>                      The teacher displays a timeline related to real life or a literary text. Students write what they can interpret from the timeline.                      Teacher displays a timeline and discusses scale.(Many to one)                      Student develop own set of scales for timeline. Draw. eg 1cm equal 10 years</p>		 Literacy  Critical and creative thinking

<div data-bbox="107 151 683 925" style="border: 1px solid black; padding: 5px;"> <p><b>Olympic Timelines</b></p> <ul style="list-style-type: none"> <li>1896 The first modern Olympic Games held in Athens, Greece.</li> <li>1900 Women first compete in the Games, in tennis and golf.</li> <li>1904</li> <li>1908</li> <li>1912</li> <li>1916 Games cancelled due to the First World War.</li> <li>1920</li> <li>1924</li> <li>1928</li> <li>1932</li> <li>1936</li> <li>1940 Games cancelled because of the Second World War</li> <li>1944 Games cancelled because of the Second World War.</li> <li>1948</li> <li>1952 Olympic Games held in Helsinki</li> <li>1956</li> <li>1960</li> <li>1964</li> <li>1968</li> <li>1972 Munich Olympics marred by terrorist attack</li> <li>1976 Montreal hosts the games.</li> <li>1980 The United States, Canada and 50 other countries boycott the Moscow Games following the invasion of Afghanistan by the Soviet Union</li> <li>1984 The Soviet Union boycotts the Olympics in Los Angeles.</li> <li>1988</li> <li>1992 South Africa admitted to the games for the first time after a 20-year ban. 12 separate teams represent the countries formerly part of the USSR.</li> <li>1994</li> <li>2000 Olympic Games held in Sydney.</li> </ul> <p><i>Reading a Timeline</i></p> <p><i>Three times the Olympic Games were cancelled because of war. The games were boycotted twice. Before 1972 South Africa were not permitted to attend the games. Terrorism attacked the games in 1972 in Munich. After 1980 women were allowed to compete in the games. USSR in 1992 were no longer a country.</i></p> </div>		
<p><b>Guided Group/Independent Activities</b></p> <p><b>A Day In My Life</b></p> <p>Students list at least eight things they do on a particular day of the school week along with the time they do each activity. They then record these times on a sheet of clock faces. Students convert the times to 24-hour time. They use the 24-hour times and activities to draw a timeline using an appropriate scale.</p> <p>Possible questions include:</p> <ul style="list-style-type: none"> <li>■ how could you order the events according to the time taken?</li> </ul>		 Literacy

<p><b>Drawing and Interpreting Timelines</b></p> <p>Students research key dates in Australian history. Students construct a timeline using an appropriate scale. In small groups, students compare scales used and any observations.</p> <p>Possible questions include:</p> <ul style="list-style-type: none"> <li>■ what scale did you use? Why?</li> <li>■ how does the scale help to interpret the timeline?</li> <li>■ did your chosen scale cause any problems? Why?</li> <li>■ what is the importance of the scale?</li> </ul>		<p style="text-align: center;">  Literacy   Critical and creative thinking </p>
<p><b>Calculating Elapsed Time</b></p> <p>The teacher provides students with a copy of a television guide. Students are told that they can record 180 minutes total. Students use the television guide to calculate the duration of programs they would like to tape. Students then record their information in a 'program table' using 24-hour time.</p> <p>Possible questions include:</p> <ul style="list-style-type: none"> <li>■ how did you work out elapsed time?</li> <li>■ did you manage to use the whole 180 minutes?</li> </ul>		<p style="text-align: center;">  Literacy   Critical and creative thinking </p>