# Sample Scope and Sequence: Mathematics Life Skills – Years 9–12

*This scope and sequence illustrates the delivery of the Years 7–10 and Stage 6 Mathematics Life Skills\* courses in a multi-stage class. An additional Stage 6 unit has been included to meet the requirement of 120 indicative hours for Stage 6 Mathematics Life Skills. The indicative hour requirement for Stage 5 Mathematics Life Skills is 100 hours per year.*

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
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| Measuring and me  (25 hours) | In this unit, students will apply the theory and practice of measurement in real-life contexts to make a range of measurements about themselves and their environment. Students will engage in a range of projects focused on solving measurement problems in everyday contexts. Through this unit students will develop knowledge, understanding and skills that will enable them to participate independently in present and future contexts. | | | | | | | | | |
| Mathematics Life Skills Years 7–10 outcomes | MALS23-MG, MALS25-MG, MALS26-MG, MALS27-MG, MALS28-MG, MALS29-MG | | | | | | | | | |
| Mathematics Stage 6 Life Skills outcomes | MALS6-1, MALS6-3, MALS6-4, MALS6-13, MALS6-14 | | | | | | | | | |

| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
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|  | Numbers tell a story (12 hours)  Students develop an understanding of how data can be used to represent our world. They explore a range of statistics in everyday contexts, such as music and video downloads, school population, and weather (including temperature and rainfall) to recognise how we use data in our everyday lives. Students gather their own data and determine appropriate ways to organise and display the data. | | | | | What’s trending? (13 hours)  Students explore simple mathematical models to recognise and interpret relationships between quantities. Using social media statistics, including trending data, students interpret data, describe trends and draw conclusions. | | | | |
| Mathematics Life Skills Years 7–10 outcomes | MALS-1WM, MALS-2WM, MALS-35SP, MALS-36SP | | | | | MALS-2WM, MALS-3WM, MALS-36SP, MALS-37SP | | | | |
| Mathematics Stage 6 Life Skills outcomes | MALS6-2, MALS6-9, MALS6-14 | | | | | MALS-6-1, MALS6-2, MALS6-9, MALS6-13 | | | | |

\*This sample scope and sequence has been mapped to the new *Mathematics Life Skills Stage 6 Syllabus* for implementation from 2018.

| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
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| Bills, bills, bills  (25 hours) | In this unit, students develop an understanding of sources of income and types of expenditure. In particular, students explore and interpret a range of household bills that they may encounter now or in the future, such as phone, electricity, media streaming, credit card and rent. Students recognise and compare fees and charges across different service providers to determine the best deal for services and products. | | | | | | | | | |
| Mathematics Life Skills Years 7–10 outcomes | MALS-2WM, MALS-3WM, MALS-15NA, MALS-16NA | | | | | | | | | |
| Mathematics Stage 6 Life Skills outcomes | MALS6-1, MALS6-6, MALS6-13, MALS6-14 | | | | | | | | | |

| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student-developed project (25 hours) | Students negotiate a project involving gathering, interpreting and calculating with numbers in a real-life context. Contexts can be related to learning being undertaken in another subject, or familiar contexts, such as the home, community or workplace. Once a topic has been selected, students are set a question, range of questions or problem to solve, using their mathematical knowledge, understanding and skills. Topics can relate to one or more syllabus strands/topics. | | | | | | | | | |
| Mathematics Life Skills Years 7–10 outcomes | MALS-1WM, MALS-2WM, MALS-3WM, MALS-4NA, MALS-6NA | | | | | | | | | |
| Mathematics Stage 6 Life Skills outcomes | MALS6-1, MALS6-2, MALS6-13, MALS6-14 | | | | | | | | | |

| **Additional Stage 6 unit** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| Earning money (20 hours) | This unit provides opportunities for students to develop knowledge, understanding and skills in relation to earning money. Students explore different types of incomes and engage in a range of activities to calculate and interpret earnings, including deductions.  This unit is to be integrated throughout each term and is in addition to the units above. | | | |
| Mathematics Stage 6 Life Skills outcomes | MALS6-2, MALS6-6, MALS6-13, MALS6-14 | | | |

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