TIME 1 – STAGE 3

OUTCOMES

A student:

* MA3-1WM

describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions

* MA3-13MG

uses 24-hour time and am and pm notation in real-life situations, and constructs timelines

|  |  |
| --- | --- |
| CONTENT | Plan |
| **Compare 12- and 24-hour time systems and convert between them (ACMMG110)** |  |
| tell the time accurately using 24-hour time, eg '2330 is the same as 11:30 pm' http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 1 |
| describe circumstances in which 24-hour time is used, eg transport, armed forces, digital technologies (Communicating) CT | 1 |
| convert between 24-hour time and time given using am or pm notation http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 1 |
| compare the local times in various time zones in Australia, including during daylight saving | 1 |
|  |  |
| **Determine and compare the duration of events** |  |
| select an appropriate unit to measure a particular period of time | 2 |
| use a stopwatch to measure and compare the duration of events | 2 |
| order a series of events according to the time taken to complete each one | 2 |
| use start and finish times to calculate the elapsed time of events, eg the time taken to travel from home to school | 2 |

TIME 2 – STAGE 3

OUTCOMES

A student:

* MA3-1WM

describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions

* MA3-2WM

selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations

* MA3-13MG

uses 24-hour time and am and pm notation in real-life situations, and constructs timelines

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| CONTENT | plan |
| **Interpret and use timetables (ACMMG139)** |  |
| read, interpret and use timetables from real-life situations, including those involving 24-hour time http://syllabus.bos.nsw.edu.au/wsimages/cca/l.pngSC | 3 |
| use bus, train, ferry and airline timetables, including those accessed on the internet, to prepare simple travel itineraries http://syllabus.bos.nsw.edu.au/wsimages/cca/l.pngCTSC | 4 |
| interpret timetable information to solve unfamiliar problems using a variety of strategies (Problem Solving) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.pngCT | 5 |
|  |  |
| **Draw and interpret timelines using a given scale** |  |
| determine a suitable scale and draw an accurate timeline using the scale, eg represent events using a many-to-one scale of 1 cm = 10 years | 6 |
| interpret a given timeline using the given scale http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 6 |