

Buddina State School Unit Plan: Year 4 (Term 2 2008)



Title	Can we make safe places for our endangered animals?						Context: Students will learn that environments are defined and changed by interactions between people and places. They will investigate changes over time on the Sunshine Coast and global locations that are suffering rapid environment change.	
Focus KLAs	English	Maths	Science	SOSE	Tech.	The Arts		
Targeted Essential Learnings							Evidence	
Ways of Working (Students can do)				Knowing and Understanding (Students know)			Then we need evidence of students ability to:	
English							Note: We need evidence of higher order thinking	
<p>Students are able to:</p> <ul style="list-style-type: none"> • identify the relationship between audience, purpose and text type • construct non-literary texts by planning and developing subject matter that match an audience and purpose • reflect on learning to identify new understandings and future applications. 				<p>Writing and designing</p> <ul style="list-style-type: none"> • Common spelling patterns of monosyllabic words, two-syllable words and high-frequency words, are used to spell familiar and unfamiliar words • Fluent handwriting using Queensland Modern Cursive script has uniform slope, size and spacing. • Text users make choices about grammar and punctuation, to make meaning. • The purpose of writing and designing includes entertaining, informing and describing • Words and phrases, symbols, images and audio affect meaning and interpretation. • Writers and designers use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting and by referring to authoritative sources • Writers and designers use correct formation, entries, exits and joins of Queensland Modern Cursive script. <p>Speaking and listening</p> <ul style="list-style-type: none"> • The purpose of speaking and listening includes informing, presenting simple arguments, negotiating relationships and transactions, and seeking opinions of others • Words and phrasing, modulation of volume, pitch, pronunciation and pace enhance expression of ideas, can be adjusted to match the purpose, audience and context, and are monitored by listeners. • Nonverbal elements, including body language, facial expressions and gestures, enhance expression of ideas, can be adjusted to match 				<p>Persuasive text</p> <ul style="list-style-type: none"> • Write a persuasive text outlining reasons as to why their endangered animal is deserving a place at a local animal sanctuary. Also • Include description of the essential features of the animal's enclosure. • Research an endangered animal. • Investigate causes as to why the animal is endangered. • Investigate the requirements of the enclosure to support the animal. • Plan, draft, revise, edit, proofread and publish the persuasive text. • Present main ideas by identifying who, what, where, when, how and why. • Reflect on learning to identify new understandings and future applications. <p>Language elements</p> <ul style="list-style-type: none"> • Paragraphs to separate ideas in texts and contain a topic sentence. • A sentence can be either simple, compound or complex • Subject and verb must agree in terms of person and number • Text connectives signal how things, ideas and information are related • Sentences can indicate what is happening (verbs), who or what is taking part (nouns), what it looks like (adjectives), and the circumstances surrounding the action (prepositional phrases and adverbs) • Pronouns refer to nouns within and across sentences • Conjunctions signal relationships between things, ideas and events • Punctuation marks, including commas, apostrophes and speech marks, signal meaning in texts • Vocabulary is chosen to express ideas and information in a

	<p>the audience, purpose and situation of a text, and are monitored by listeners</p> <ul style="list-style-type: none"> • In presentations, speakers make meaning clear through the selection and sequencing of ideas and information and the use of visual aids as support • Active listeners identify the topic, main ideas and opinions, retell information accurately, ask clarifying questions and volunteer information. • Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting. <p>Reading and viewing</p> <ul style="list-style-type: none"> • Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting. <p>Literary and non-literary texts</p> <ul style="list-style-type: none"> • Aspects of subject matter can be included or omitted to present a point of view • Reports and arguments have structures, including introduction or general statement, elaboration of information or reasons, & conclusion. • Non-literary texts report, inform, present and seek opinions, present arguments, persuade and negotiate. • Main ideas are established by identifying who, what, where, when, how and why. 	<p>commonsense or technical way</p> <ul style="list-style-type: none"> • Meaning can be made more specific by extending or changing the form of a word <p>Oral presentation</p> <ul style="list-style-type: none"> • Present an oral presentation to support the persuasive text. • Construct an oral presentation by planning and developing subject matter that match the audience and purpose • Use the information on the animal's enclosure to support the presentation <p>Language elements</p> <ul style="list-style-type: none"> • Auditory, spoken, visual and nonverbal elements add meaning to the subject matter and focus the audience's attention <p>Reading and viewing</p> <p>When reading and viewing students</p> <ul style="list-style-type: none"> • Skim and scan titles, visuals, headings, font size, tables of contents, indexes and lists • Draw on their prior knowledge of language and texts when engaging with a text • Make connections with words, groups of words, visual resources and images can be included or excluded to elaborate ideas and information and to portray people, characters, places, events and things in different ways. • Improve reading fluency by the use of decoding strategies, prediction, monitoring meaning and self-correction, in combination with a developing vocabulary and prior knowledge of subject matter • Comprehend through using language elements and contextual cues to interpret, infer from and evaluate texts in personal and community contexts • Decode unfamiliar words and their meanings using the integration of the three cueing systems (grapho-phonetic, syntactic and semantic), small meaning units and base words • Use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.
Science		
<p>Students are able to:</p> <ul style="list-style-type: none"> • plan activities and investigations, identifying and using elements of a fair test • collect and organise data, information and evidence 	<p>Science as a human endeavour</p> <p>Science relates to students' own experiences and activities in the community.</p> <ul style="list-style-type: none"> • Science can help to make natural, social and 	<p>Primary Connections-Plants in Action</p> <ul style="list-style-type: none"> • discuss a 'mystery box' of plant items and raise ideas about the relationships between them • arrange pictures to represent the life cycle of flowering

<ul style="list-style-type: none"> • evaluate information and evidence to support data gathered from activities and investigations • select and use tools, technologies and materials suited to the activities and investigations • draw conclusions that are supported by evidence, reproducible data and established scientific concepts • communicate scientific ideas, data and findings, using scientific terminology and formats appropriate to context and purpose 	<p>built environments sustainable and may influence personal human activities</p> <p>Life and living Living things have features that determine their interactions with the environment.</p> <ul style="list-style-type: none"> • Living things can be grouped according to their observable characteristics • Living things have relationships with other living things and their environment 	<ul style="list-style-type: none"> plants • develop a science journal entry • observe, record and report on plants growing in their garden, and the jobs and activities done in the garden • label a diagram of the inside of a bean • explore the parts of a flower • draw and label a diagram of a flower • observe and draw fruits and the seeds inside them • read about the way fruits develop from fertilised flowers 'From flowers to fruit' • create timelines of bean seed germination and growth of a seedling • create representations of seed germination and the growth of a seedling • make ongoing observations and recordings of bean seed germination • discuss conditions that affect plant growth • learn how to write questions for investigation • work in teams to plan and set up an investigation of the conditions that affect plant growth • observe and record the results of their investigation • arrange and annotate pictures to represent the sequence of events in a plants life cycle <p>Food Chains</p> <ul style="list-style-type: none"> • Construct food chains on selected animals
SOSE		
<p>Students are able to:</p> <ul style="list-style-type: none"> • collect and organise information and evidence • draw and justify conclusions based on information and evidence • communicate descriptions, decisions and conclusions, using text types selected to match audience and purpose • share opinions, identify possibilities and propose actions to respond to findings • apply strategies to influence decisions or behaviours and to contribute to groups 	<p>Place and space</p> <ul style="list-style-type: none"> • Interactions between people and places affect the physical features of the land, biodiversity, water and atmosphere 	<p>Compilation of SOSE Studies</p> <ul style="list-style-type: none"> • Investigate the effects of human development on the environment: • Sunshine Coast (Tourism/lifestyle/ Farming /Population expansion) • Amazon Rainforest (Timber/Mining/Farming) • Great Barrier Reef (Farming/Pollution/Fishing/Global Warming) • Investigate the effects of human development on animal habitats • Research an endangered animal and its habitat*. • *Information incorporated into the persuasive text. • Complete cause and effect charts • Visit Australia Zoo to view animals, habitats and enclosures.
Technology		
<p>Students are able to:</p> <ul style="list-style-type: none"> • identify and analyse the purpose and context for design ideas • generate design ideas that match requirements • communicate the details of their designs using 3D 	<p>Technology as a human endeavour Technology influences and impacts on people, their communities and environments.</p> <ul style="list-style-type: none"> • Aspects of appropriateness influence product design and production decisions 	<p>Design and create a mode of an enclosure and habitat for their animal.</p> <ul style="list-style-type: none"> • Identify and analyse the purpose and context for the design of an animal enclosure and habitat • Generate design ideas for an animal enclosure and habitat.

<ul style="list-style-type: none"> visual representations • select resources, techniques and tools to make products • plan production procedures by identifying and sequencing steps • make products to match design ideas by manipulating and processing resources • identify and apply safe practices • evaluate products and processes to identify strengths, limitations, effectiveness and improvements • reflect on learning to identify new understandings and future applications 	<p>Information, materials and systems (resources) The characteristics of resources are matched with tools and techniques to make products to meet design challenges.</p> <ul style="list-style-type: none"> • Resources have particular characteristics that make them more suitable for a specific purpose and context 	<ul style="list-style-type: none"> • Draw up their design using a 3D visual representations • Select appropriate resources, techniques and tools to make products • Plan the production procedures of the animal enclosure and habitat. • Construct the model of the animal enclosure and habitat. • Evaluate their own and others models identifying strengths, limitations, effectiveness and improvements

This will lead to the deep understandings of:
Different environments are defined and changed by interactions between people and places. This impacts on wildlife and their ability to survive in diminishing habitats.

Catering for Diversity

<p>Enrichment Activities Students can: Write a more detailed persuasive text.</p>	<p>Students requiring support Students can: Have assistance and further scaffolding in the writing up of their persuasive text.</p>
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Integrated ICT Opportunities (Guide towards Pedagogical Certificate)

Brief description of ICT integrated task				
Focus area	Expectations	Indicator	Check	Evidence
Professional Knowledge	I understand that ICT can be used to benefit teaching and learning and is most effective when used in the context of learning and not as an end itself when used in the context of learning and not as an end itself.	PK	✓	
Professional Practice	When planning, I incorporate the use of ICT in achieving curriculum goals	PP1	✓	ICT's embedded in unit plan.

	I provide opportunities for students to use ICT as part of their learning	PP2	✓	Students have weekly access to computer lab to construct their learning.
	I provide opportunities for students to use ICT to gather information and to communicate with a known audience	PP3	✓	
	I use a range of ICT resources and devices for professional purposes	PP4	✓	Locating and retrieving resources from CX
	I use ICT to locate, create and record information and resources	PP5	✓	OneSchool
	I can store, organise and retrieve digital resources	PP6	✓	OneSchool
	I use ICT to access and manage information on student learning	PP7	✓	OneSchool
Professional Values	I can identify when professional learning is required to effectively implement planning where ICT is integrated.	PV1	✓	I approach the computer assistant and my peers for assistance when required.
	I select ICT resources appropriate for student learning in a range of contexts and for a diversity of learners.	PV2	✓	Selection of appropriate software to suit the learner.
	I operate safely, legally and ethically when using ICT.	PV3	✓	Adhere to EQ departmental policies and guidelines.
Professional Relationships	I use ICT to communicate with others for professional purposes.	PR	✓	Sending regular emails to year level teaching partners.

ICT Cross Curriculum Priority

Inquiring with ICTs	• plan, conduct and manage structured searches for data and information (search for images of environments and animals)
Creating with ICTs	• express and represent ideas, information and thinking (present information and images in PowerPoint)
Communicating with ICTs	• use a variety of digital media to improve communication (use a selection of images in Powerpoint)
Ethics, issues and ICTs	•
Operating ICTs	•

Key Resources

English	Science	SOSE	Technology	ICTS
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Bulk Loan: Can we make safe places for our endangered animals?	Primary Connections-Plants in Action	Web sites: http://www.australiazoo.com.au/ http://www.srl.caltech.edu/personnel/krubal/rainforest/Edit560s6/www/where.html http://www.rainforestinfo.org.au/background/causes.htm	Materials to construct habitat	MS PowerPoint
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Assessment

The Assessment Tasks	Learning Experiences	
Description of tasks	Provided learning activities	The assessment tasks need to include:
<p>Persuasive text Write a persuasive text outlining reasons as to why their endangered animal is deserving a place at a local animal sanctuary. Also include description of essential features of its enclosure.</p>	<p>Persuasive text</p> <ul style="list-style-type: none"> Investigate causes as to why the animal is endangered. Researching endangered animals. View examples and features of persuasive texts. <p>Discussions on and modelling of:</p> <ul style="list-style-type: none"> Plan, draft, revise, edit, proofread and publish the persuasive text. Constructing paragraphs to separate ideas in texts and contain a topic sentence. Writing a sentence that can be either simple, compound or complex Subject and verb must agree in terms of person and number Text connectives that signal how things, ideas and information are related Sentences that can indicate what is happening (verbs), who or what is taking part (nouns), what it looks like (adjectives), and the circumstances surrounding the action (prepositional phrases and adverbs) How pronouns refer to nouns within and across sentences That conjunctions signal relationships between things, ideas and events Using punctuation marks, including capital letters, full stops, commas and apostrophes to signal meaning in texts Choosing vocabulary to express ideas and information in a commonsense, technical way and persuasive manner. Meaning can be made more specific by extending or changing the 	<p>Persuasive text</p> <ul style="list-style-type: none"> A persuasive text outlining reasons as to why their endangered animal is deserving a place at a local animal sanctuary and include description of the essential features of the animal's enclosure <p>Includes:</p> <ul style="list-style-type: none"> Planned draft of the text. Common spelling patterns of monosyllabic words, two-syllable words and high-frequency words Paragraphs to separate ideas Sentences that are either simple, compound or complex Subject and verb agreement Text connectives that signal how things, ideas and information are related Sentences that indicate what is happening Pronouns Conjunctions to signal relationships between things, ideas and events Punctuation marks, including capital letters, full stops, commas and apostrophes to signal meaning in texts Vocabulary to express ideas and information in a commonsense, technical way and persuasive manner. Handwriting using Queensland Modern Cursive script

<p>Oral presentation Present an oral presentation to support the persuasive text</p> <p>Primary Connections-Plants in Action Work in teams to plan and set up an investigation of the conditions that affect plant growth</p> <p>Food Chains Construction of simple food chains</p> <p>Compilation of SOSE Studies</p>	<p>form of a word</p> <ul style="list-style-type: none"> • Write a persuasive text outlining reasons as to why their endangered animal is deserving a place at a local animal sanctuary and include description of the essential features of the animal's enclosure. • Handwriting using Queensland Modern Cursive script has uniform slope, size and spacing • Reflect on learning to identify new understandings and future applications. <p>Oral presentation Discussions on and modelling of:</p> <ul style="list-style-type: none"> • Auditory, spoken, visual and nonverbal elements to add meaning to the subject matter and focus the audience's attention <p>Primary Connections-Plants in Action</p> <ul style="list-style-type: none"> • Explain and model how to write questions for investigation • Discuss processes involved in working in a teams to plan and set up an investigation of the conditions that affect plant growth • Discuss methods to observe and record the results of their investigation • Discuss and model the process for writing up a investigation as a scientific report. <p>Food Chains Discussions and demonstrations of simple food chains.</p> <p>Compilation of SOSE Studies</p> <ul style="list-style-type: none"> •Investigating the effects of human development on the environment: <ul style="list-style-type: none"> -Sunshine Coast(Tourism/lifestyle/ Farming /Population expansion) -Amazon Rainforest (Timber/Mining/Farming) -Great Barrier Reef(Farming/Pollution/Fishing/Global Warming)- <p>Through reading non fiction texts Viewing videos Class discussions</p> <ul style="list-style-type: none"> •Investigating the effects of human development on animal habitats •Researching an endangered animal and its habitat*. •*Information incorporated into the persuasive text. <p>Through reading non fiction texts Viewing videos Class discussions</p> <ul style="list-style-type: none"> •Completing cause and effect charts 	<p>has uniform slope, size and spacing.</p> <ul style="list-style-type: none"> • Reflection on learning to identify new understandings and future applications. <p>Oral presentation</p> <ul style="list-style-type: none"> • An oral presentation that supports the persuasive text • Use of the information on the animal's enclosure to support the presentation • Auditory, spoken, visual (PowerPoint and model) and nonverbal elements to add meaning to the subject matter and focus the audience's attention. <p>Primary Connections-Plants in Action</p> <ul style="list-style-type: none"> • Write questions for investigation • Set up an investigation of the conditions that affect plant growth • Observation and recording of the results of their investigation • Writing up an investigation as a scientific report. <p>Food Chains</p> <ul style="list-style-type: none"> • Construction and labelling of simple food chains. <p>Compilation of SOSE Studies Information to be included in the persuasive text:</p> <ul style="list-style-type: none"> •The effects of human development on various environments. •The effects of human development on their animal habitat. •PMI chart on the types of enclosures used at Australia Zoo. (Reflection).
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<p>Technology -Enclosure and Habitat Design and create a model of an enclosure and habitat for their animal.</p>	<p>•A visit to Australia Zoo to view animals, habitats and enclosures.</p> <p>Technology -Enclosure and Habitat</p> <ul style="list-style-type: none"> • Discussions on the purpose and context for design ideas • Brain storming to generate design ideas that match requirements • Planning the production design • Discussions on selecting appropriate resources, techniques and tools to make products • Discuss and model planning production procedures by identifying and sequencing steps • Making suitable products to match design ideas by manipulating and processing resources • Discuss techniques to evaluate products and processes to identify strengths, limitations, effectiveness and improvements 	<p>Technology -Enclosure and Habitat</p> <ul style="list-style-type: none"> • Drawn up design ideas for an animal enclosure and habitat in 3D • Selection of appropriate resources, techniques and tools to make products • Construction of a model of the animal enclosure and habitat. • Evaluation of their own and others models identifying strengths, limitations, effectiveness and improvements.
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Making Judgments

KLAs Assessable Elements <i>(highlight elements assessed through this unit context ensuring both dimensions knowing and understanding and ways of working are assessed)</i>						
English	Maths	Science	Technology	SOSE	The Arts	HPE
<ul style="list-style-type: none"> - knowledge & understanding - interpreting texts - constructing texts - appreciating texts - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - thinking and reasoning - communicating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating - communicating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating & designing - producing - evaluating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating - communicating - participating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - creating - presenting - responding - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating - planning - implementing and applying - reflecting