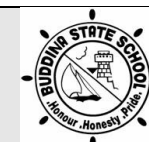


## Buddina State School Unit Plan: Year 6 (Term 3 2008)



<b>Title</b>	<b>Australia: Myths, maps and mayhem</b>					<b>Context:</b> Students will study the interactions and changes in physical systems and environments (natural disasters) and how they can be explained and predicted. They will construct and explain a model cyclone proof house.	
<b>Focus KLAs</b>	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>SOSE</b>	<b>Technology</b>		
<b>Targeted Essential Learnings</b>						<b>Evidence</b>	
<b>Ways of Working</b> (Students can do)			<b>Knowing and Understanding</b> (Students know)			<b>Then we need evidence of students ability to:</b>	
<b>English</b>						Note: We need evidence of higher order thinking	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>• identify audience, purpose and text type</li> <li>• identify main ideas and the sequence of events, and make simple inferences</li> <li>• recognise and select vocabulary to describe subject matter</li> <li>• construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose</li> <li>• reflect on learning to identify new understandings.</li> </ul>			<p><b>Writing and designing</b>  <b>Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts.</b></p> <ul style="list-style-type: none"> <li>• The purpose of writing and designing includes reporting and conveying simple messages and information</li> <li>• Words and phrases, symbols, images and audio have meaning.</li> <li>• Text users make choices about grammar and punctuation.</li> <li>• Common spelling patterns of monosyllabic words, two-syllable words and high-frequency words, are used to spell familiar and unfamiliar words</li> <li>• 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</li> <li>• Paragraphs sequence information, and include topic sentences.</li> <li>• Knowledge of word origins and sound and visual patterns, including base words, prefixes and suffixes, syntax and semantics, is used by writers and designers when spelling.</li> </ul> <p><b>Speaking and listening</b>  <b>Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts.</b></p> <ul style="list-style-type: none"> <li>• The purpose of speaking and listening includes exchanging information, sharing and exploring ideas, entertaining, supporting relationships, giving opinions and getting things done</li> <li>• Spoken texts are different from written texts</li> </ul>			<ul style="list-style-type: none"> <li>◦</li> </ul>	<p><b>Explanations of Cyclone</b></p> <ul style="list-style-type: none"> <li>• Plan, draft, revise, edit, proofread and publish an explanation.</li> </ul> <p><b>Language elements</b>  <b>Interpreting and constructing texts involve exploring and using grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in familiar contexts.</b></p> <ul style="list-style-type: none"> <li>• Include statements to provide information on cyclone formation causes and effects.</li> <li>• Use text connectives to link and sequence things, ideas and events.</li> <li>• Use correct tense to indicate time in sentences</li> <li>• Use conjunctions to join two phrases or clauses</li> <li>• Correctly use punctuation marks, including capital letters, full stops, commas, exclamation marks and question marks, clarify meaning</li> <li>• Explore and use vocabulary to describe and use sequences to represent events and things</li> <li>• Auditory, spoken, visual and nonverbal elements provide details necessary for making meaning about the representations of people, places and things</li> <li>• Use paragraphs appropriately to sequence information, and include topic sentences.</li> <li>• Spell words accurately.</li> <li>• Reflect on own editing skills.</li> </ul> <p>• <b>Oral presentation</b> (Explanation and justification of model construction).</p> <ul style="list-style-type: none"> <li>• Plan and draft an oral presentation on their cyclone proof model.</li> <li>• Construct a PowerPoint presentation to support speech.</li> <li>• Exchange information, sharing and exploring ideas about</li> </ul>

- Statements, questions and commands contribute to making and clarifying meaning during discussions and conversations.
- Words and phrasing, volume and pitch can add interest and emphasis, clarify meaning and be monitored by listeners.
- Nonverbal elements, including body language, facial expressions and gestures, add interest and emphasis, clarify meaning and are monitored by listeners
- In presentations, speakers make meaning clear by sequencing ideas and information and using visual aids, including objects and pictures
- 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.

#### ***Reading and viewing***

**Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts.**

- Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes titles, visuals and headings
- Readers and viewers make connections between their prior knowledge and the subject matter of the text
- Words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways.
- Reading fluency is supported by the use of decoding strategies, recognition of high-frequency words, prediction and self-correction, including pausing, re-reading words and phrases and reading on, in combination with a developing vocabulary and prior knowledge of subject matter.
- Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate familiar texts
- Unfamiliar words and their meanings are decoded using knowledge of grapho-phonetic, syntactic and semantic systems
- Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring,

their model house.

- Understand that spoken texts are different from written texts
- Use statements, questions and commands to make and clarify meaning during speech.
- Include words and phrasing, volume and pitch to add interest and emphasis, clarify meaning and be monitored by listeners.
- Include nonverbal elements, including body language, facial expressions and gestures, to add interest and emphasis, clarify meaning and are monitored by listeners
- Understand that In presentations, speakers make meaning clear by sequencing ideas and information and use visual aids, including objects and pictures
- Understand that 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.
- Reflect on others presentations

#### ***Literary and non-literary texts***

**Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.**

- Texts are produced for particular audiences and their interests
- Formal and informal texts are ways of communicating for different purposes
- Non-literary texts inform, report on events and issues, explain, explore ideas and express opinions.
- Personal and factual recounts, reports, personal letters and emails, descriptions, explanations, conversations, discussions and informal presentations are types of non-literary texts.
- Main ideas and events can be sequenced and subject matter described, including supporting ideas and details.

#### ***Reading and viewing***

- Read and interpret non fiction texts on Australian natural disasters
- View and discuss videos and documentaries on Australian natural disasters
- Read through and interpret information from selected web sites
- Complete comprehension tasks that involve using language elements and contextual cues to interpret and infer.

	<p>monitoring, summarising and reflecting.</p>	<ul style="list-style-type: none"> <li>• Evaluate texts by skimming and scanning titles, visuals, headings and subheadings, font size, tables of contents, indexes and glossaries</li> <li>• Draw on prior knowledge, knowledge of language elements and point of view when engaging with a text</li> <li>• make connections with words, groups of words, visual resources and images can persuade an audience to agree with a point of view by portraying people, characters, places, events and things in different ways.</li> <li>• Improve reading fluency through monitoring meaning and applying self-correction, in combination with a developing vocabulary and prior knowledge of subject matter.</li> <li>• Comprehend through drawing on knowledge of the subject matter and contextual cues to interpret, infer from and evaluate texts in community contexts</li> <li>• Decode by synchronising the use of the cueing systems (graphophonic, semantic and syntactic) and by using knowledge of base words, prefixes and suffixes</li> <li>• Use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.</li> </ul>
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**Science**

<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>• identify problems and issues, and formulate testable scientific questions</li> <li>• plan investigations, including identifying conditions for a fair comparison, variables to be changed and variables to be measured</li> <li>• collect and analyse first- and second-hand data, information and evidence</li> <li>• evaluate information and evidence and identify and analyse errors in data</li> <li>• select and use scientific tools and technologies suited to the investigation</li> <li>• draw conclusions that summarise and explain patterns in data and are supported by experimental evidence and scientific concepts</li> <li>• communicate scientific ideas, data and evidence, using scientific terminology suited to the context and purpose</li> <li>• identify, apply and justify safe practices</li> <li>• reflect on different points of view and recognise and clarify people's values relating to the applications and impacts of science</li> <li>• reflect on learning, apply new understandings and identify future applications.</li> </ul>	<p><b><i>Science as a human endeavour</i></b>  <b><i>Science as a human endeavour</i></b>  <b>Science impacts on people, their environment and their communities.</b></p> <ul style="list-style-type: none"> <li>• Scientific knowledge has been accumulated and refined over time, and can be used to change the way people live</li> <li>• Scientific knowledge can help to make natural, social and built environments sustainable, at a scale ranging from local to global</li> </ul> <p><b><i>Earth and beyond</i></b>  <b>Interactions and changes in physical systems and environments can be explained and predicted.</b></p> <ul style="list-style-type: none"> <li>• Changes to the earth occur over varying time periods and can be interpreted using geological evidence</li> </ul>	<p><b>Science-Knowledge</b>  <b>Investigate natural disasters:</b></p> <ul style="list-style-type: none"> <li>•Cyclones</li> <li>•Bushfires</li> <li>•Earthquakes</li> <li>•Tsunamis</li> <li>•Floods</li> <li>•Droughts</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>•a definition of the disaster</li> <li>•the causes of its occurrence</li> <li>•a description of what happens</li> <li>•the effects on the environment and people</li> <li>•how people are warned of the impending disaster</li> <li>•what happens in the aftermath and during restoration of the affected area</li> <li>•how the intensity of the disaster is measured</li> <li>•what technology is used in monitoring the disaster</li> <li>•the precautions people can take to minimise the effects of the disaster</li> <li>•use of prepared visual effects</li> </ul> <p><b>Scientific Investigation</b></p> <ul style="list-style-type: none"> <li>•Conduct an experiment on.....</li> </ul>
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<ul style="list-style-type: none"> <li>•</li> </ul>		
<b>SOSE</b>		
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>• identify issues and use common and own focus questions</li> <li>• collect and analyse information and evidence from primary and secondary sources</li> <li>• evaluate sources of information and evidence for relevance, reliability, origins and perspective</li> <li>• draw conclusions and make decisions based on information and evidence by identifying patterns and connections</li> <li>• communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts</li> </ul>	<p><b>Place and space</b>  <b>Environments are defined by physical characteristics and processes, and are connected to human activities and decisions about resource management.</b></p> <ul style="list-style-type: none"> <li>• Distribution maps, climate zone maps and weather maps have specific features to convey information, including latitude, longitude, eight compass points, scale and distance, a legend and shading and/or symbols.</li> </ul> <p><b>Time, continuity and change</b>  <b>Changes and continuities are linked to particular events and the achievements of individuals and groups that attract different interpretations.</b></p> <ul style="list-style-type: none"> <li>• Events from pre-colonisation to Federation, including Indigenous heritages, European colonisation, frontier conflicts, the development of the economy, and the Federation movement, have established the Australian nation and contributed to Australian identities.</li> </ul>	<p><i>Tectonic plates</i>  <i>Worlds geological features</i>  <i>Discuss and complete worksheets on local indigenous people over time.</i>  <i>Guest speaker</i></p>
<b>Technology</b>		
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse the purpose, context, specifications and constraints for design ideas</li> <li>• generate and evaluate design ideas and determine suitability based on purpose, specifications and constraints</li> <li>• communicate the details of designs showing relative proportion, using labelled drawings, models and/or plans</li> <li>• select resources, techniques and tools to make products that meet specifications</li> <li>• plan and manage production procedures and modify as necessary</li> <li>• make products to meet specifications by manipulating and processing resources</li> <li>• evaluate the suitability of products and processes for the purpose and context, and recommend improvements</li> <li>• reflect on learning, apply new understandings and identify future applications.</li> <li>•</li> </ul>	<p><b>Technology as a human endeavour.</b>  <b>Technology influences and impacts on people, their communities and environments.</b></p> <ul style="list-style-type: none"> <li>• Product design and production decisions are influenced by specifications, constraints and aspects of appropriateness including functions, aesthetics, available finances and resources, and sustainability.</li> <li>• Decisions made about the design, development and use of products can impact positively or negatively on people, their communities and environments</li> </ul> <p><b>Information, materials and systems (resources)</b>  <b>The characteristics of resources are matched with tools and techniques to make products to meet design challenges.</b></p> <ul style="list-style-type: none"> <li>• Resources are selected according to their characteristics, to match requirements of design challenges and suit the user</li> <li>• Techniques and tools are selected to manipulate or</li> </ul>	<p><b>Design and Create a cyclone proof house</b></p> <ul style="list-style-type: none"> <li>• Design and produce a model of a cyclone proof house given specifications, constraints and aspects of appropriateness.</li> <li>• Select resources according to their characteristics, to match requirements of design challenge.</li> <li>• Select and manipulate techniques and tools to enhance the quality of the house and to match design ideas, standards and specifications.</li> <li>• Communicate the details of the house and decisions made through an oral presentation/PowerPoint and short written report.</li> </ul>

	process resources to enhance the quality of products and to match design ideas, standards and specifications	
<b>The Arts</b>		
<b>Students are able to:</b> <ul style="list-style-type: none"> <li>• <i>select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages</i></li> <li>• <i>modify and polish arts works, using interpretive and technical skills</i></li> </ul>	<b>Visual Art</b> <b>Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.</b> <ul style="list-style-type: none"> <li>• <i>Blended, controlled and symbolic colour is used to create depth, representation and symbolism</i></li> </ul>	<p>Create art work based on disasters using a variety of mediums.</p>
<b>HPE</b>		
<b>Students are able to:</b> <ul style="list-style-type: none"> <li>• draw conclusions and make decisions supported by information and evidence</li> </ul>	<b>Health</b> <b>Health is multidimensional and influenced by individual, group and community actions, and environments.</b> <ul style="list-style-type: none"> <li>• Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated</li> <li>• Family, peers and the media influence health behaviours</li> <li>• Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks</li> </ul>	<p><b>Family planning and relationship education</b></p>
<p><b>This will lead to the deep understandings of:</b> Interactions and changes in physical systems and environments (natural disasters) can be explained and predicted.</p>		

**Catering for Diversity**

<b>Enrichment Activities</b> <b>Students can:</b>	<b>Students requiring support</b> <b>Students can:</b>
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## Integrated ICT Opportunities (Guide towards Pedagogical Certificate)

Brief description of ICT integrated task				
Focus area	Expectations	Indicator	Check	Evidence
<b>Professional Knowledge</b>	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	✓	
<b>Professional Practice</b>	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	✓	Communicate with a school that has experienced a cyclone.
	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
<b>Professional Values</b>	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		
	I operate safely, legally and ethically when using ICT.	PV3	✓	Adhere to EQ departmental policies and guidelines.
<b>Professional Relationships</b>	I use ICT to communicate with others for professional purposes.	PR	✓	Sending regular emails to year level teaching partners.

### ICT Cross Curriculum Priority

<b>Inquiring with ICTs</b>	<ul style="list-style-type: none"> <li>• plan, conduct and manage structured searches and advanced searches for data and information in response to questions. (looking up information on disasters).</li> <li>• evaluate data and information gathered for usefulness, credibility, relevance, accuracy and completeness.</li> </ul>
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<b>Creating with ICTs</b>	• express and creatively represent ideas, information and thinking (PowerPoint support for oral presentation).
<b>Communicating with ICTs</b>	• apply suitable or agreed communication conventions and protocols. (PowerPoint support for oral presentation).
<b>Ethics, issues and ICTs</b>	• apply protocols to acknowledge the owner(s)/creators(s) of digital information sources and develop an awareness of legislation relating to digital theft and plagiarism. (Write a bibliography).
<b>Operating ICTs</b>	• apply operational conventions when using ICTs. • apply operational conventions when using ICTs.

## Key Resources

English	Science	SOSE	The Arts	ICTS
Bulk loan: Natural disasters <a href="http://www.teachers.ash.org.au/jeather/writingfun/writingfun.html">http://www.teachers.ash.org.au/jeather/writingfun/writingfun.html</a> RIC Interactive Text Types	<a href="http://www.pbs.org/wnet/savageearth/">http://www.pbs.org/wnet/savageearth/</a> <a href="http://www.australiasevereweather.com/">http://www.australiasevereweather.com/</a> <a href="http://www.ga.gov.au/hazards/">http://www.ga.gov.au/hazards/</a> <a href="http://www.ntlib.nt.gov.au/tracy/advanced/cyc_tracy.html">http://www.ntlib.nt.gov.au/tracy/advanced/cyc_tracy.html</a> <a href="http://ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/cld/home.rxml">http://ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/cld/home.rxml</a> <a href="http://www.teachervision.fen.com/hurricane/resource/57604.htm">http://www.teachervision.fen.com/hurricane/resource/57604.htm</a>	! Atlases		
<b>Guest Speakers/Excursion:</b>				

## Assessment

The Assessment Tasks	Learning Experiences	
Description of tasks	Provided learning activities	The assessment tasks need to include:
<b>English-Written explanation of Cyclone</b>	<b>Explanations of Cyclone</b> Discuss and model <ul style="list-style-type: none"> <li>• Planning, drafting, revising, editing, proofreading and publishing techniques.</li> <li>• Statements to provide information on cyclone formation causes and effects.</li> <li>• Text connectives to link and sequence things, ideas and events.</li> <li>• Correct tense to indicate time in sentences</li> <li>• Conjunctions to join two phrases or clauses</li> <li>• Correct use of punctuation marks, including capital letters, full stops, commas, exclamation marks and question marks, clarify meaning</li> <li>• Vocabulary to describe and use sequences to represent events and things</li> <li>• Use of paragraphs to sequence information, and include topic sentences.</li> <li>• Correctly spelt words.</li> <li>• Reflection on own editing skills.</li> </ul>	<b>Explanations of Cyclone</b> <ul style="list-style-type: none"> <li>• Planning, drafting, revising, editing, proofreading and publishing techniques.</li> <li>• Statements to provide information on cyclone formation causes and effects.</li> <li>• Text connectives to link and sequence things, ideas and events.</li> <li>• Correct tense to indicate time in sentences</li> <li>• Conjunctions to join two phrases or clauses</li> <li>• Correct use of punctuation marks, including capital letters, full stops, commas, exclamation marks and question marks, clarify meaning</li> <li>• Vocabulary to describe and use sequences to represent events and things.</li> <li>• Use of paragraphs to sequence information, and include topic sentences.</li> <li>• Correctly spelt words.</li> <li>• Reflection on own editing skills.</li> </ul>
<b>English-Oral presentation</b>	<b>Oral presentation</b> (Explanation and justification of model construction). Discuss and model	<b>Oral presentation</b> (Explanation and justification of model construction). <ul style="list-style-type: none"> <li>• Construction of a PowerPoint presentation to support</li> </ul>

<p><b>Science-Knowledge (short answer tasks)</b></p> <p><b>Science-Knowledge (short answer tasks)</b></p> <p><b>Science-Investigation</b></p> <p><b>SOSE-Mapping</b></p>	<ul style="list-style-type: none"> <li>• Planning and drafting an oral presentation on their cyclone proof model.</li> <li>• Constructing a PowerPoint presentation to support speech.</li> <li>• Information to be exchanged, shared and ideas to be explored about their model house.</li> <li>• Use of statements, questions and commands to make and clarify meaning.</li> <li>• Choice of words and phrasing, volume and pitch to add interest and emphasis to clarify meaning and be monitored by listeners.</li> <li>• Nonverbal elements, including body language, facial expressions and gestures, to add interest and emphasis, clarify meaning and are monitored by listeners</li> <li>• Making meaning clear by sequencing ideas and information and use visual aids, including objects and pictures</li> </ul> <p><b>Science-Knowledge (short answer tasks)</b></p> <ul style="list-style-type: none"> <li>•Cyclones</li> <li>•Bushfires</li> <li>•Earthquakes</li> <li>•Tsunamis</li> <li>•Floods</li> <li>•Droughts</li> </ul> <p><b>Science-Investigation</b></p> <p>Discuss and explain</p> <ul style="list-style-type: none"> <li>• Conditions for a fair comparison, variables to be changed and variables to be measured</li> <li>• collect and analyse data, information and evidence</li> <li>• evaluate information and evidence and identify and analyse errors in data</li> <li>• select and use scientific tools and technologies suited to the investigation</li> <li>• drawing conclusions that summarise and explain patterns in data and are supported by experimental evidence and scientific concepts</li> <li>• communicate scientific ideas, data and evidence, using scientific terminology suited to the context and purpose</li> <li>• reflect on learning, apply new understandings and identify future applications.</li> </ul> <p><b>SOSE-Mapping</b></p> <p>Discuss and explain:</p> <ul style="list-style-type: none"> <li>• Distribution maps</li> <li>• Climate zone map</li> <li>• Weather maps</li> <li>• Latitude and longitude</li> <li>• Eight compass points</li> <li>• Scale and distance</li> <li>• Legend and shading and/or symbols.</li> </ul>	<p>speech.</p> <ul style="list-style-type: none"> <li>• Exchanged information, shared and ideas about their model house.</li> <li>• Use of statements, questions and commands to make and clarifying meaning.</li> <li>• Appropriate choice of words and phrasing, volume and pitch to add interest and emphasis to clarify meaning and be monitored by listeners.</li> <li>• Nonverbal elements, including body language, facial expressions and gestures, to add interest and emphasis, clarify meaning and are monitored by listeners</li> </ul> <p><b>Science-Knowledge (short answer tasks)</b></p> <p><b>Science-Investigation</b></p> <ul style="list-style-type: none"> <li>• A fair comparison, variables to be changed and variables to be measured</li> <li>• Collection and analyse of data, information and evidence</li> <li>• Evaluation of information and evidence and identify and analyse errors in data</li> <li>• Selection and use of appropriate scientific tools and technologies suited to the investigation</li> <li>• Drawn conclusions that summarise and explain patterns in data and are supported by experimental evidence and scientific concepts</li> <li>• Communication scientific ideas, data and evidence, using scientific terminology suited to the context and purpose (scientific write up)</li> <li>• Complete a reflection sheet on what they have learned through the science processes. (for the cyclone proof house).</li> </ul> <p><b>SOSE-Mapping (non assessable)</b></p>
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<p><b>Technology</b> Design and Create a cyclone proof house</p> <p><b>The Arts-Visual Arts (Abstract images of disasters)</b></p>	<ul style="list-style-type: none"> <li>• Tectonic plate movements and their effects</li> </ul> <p><b>Technology</b> Design and Create a cyclone proof house <b>Discuss</b></p> <ul style="list-style-type: none"> <li>• The requirements of the challenge. (Specifications, constraints and aspects of appropriateness).</li> <li>• Selecting of appropriate resources according to their characteristics, to match requirements of design challenge.</li> <li>• Selecting and manipulating techniques and tools to enhance the quality of the house and to match design ideas, standards and specifications.</li> <li>• Communicating the details of the house and decisions made through an oral presentation/PowerPoint and short written report.</li> <li>• Reflection sheet</li> </ul> <p><b>The Arts-Visual Arts (Abstract images of disasters)</b> Discuss and model Blended, controlled and symbolic colour is used to create depth, representation and symbolism.</p>	<p><b>Technology</b> Design and Create a cyclone proof house</p> <ul style="list-style-type: none"> <li>• Designed and produced model of a cyclone proof house.</li> <li>• Appropriately selected resources according to their characteristics, to match requirements of design challenge.</li> <li>• Selected and manipulated techniques and tools to enhance the quality of the house and to match design ideas, standards and specifications.</li> <li>• Communication of the details of the house and decisions made through an oral presentation/PowerPoint and short written report.</li> <li>• Reflection sheet.</li> </ul> <p><b>The Arts-Visual Arts (Images of disasters)</b> (Non assessable)</p>
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## Making Judgments

KLAs Assessable Elements *(highlight elements assessed through this unit context ensuring both dimensions knowing and understanding and ways of working are assessed)*

English	Maths	Science	Technology	SOSE	The Arts	HPE
<p><b>- knowledge &amp; understanding</b></p> <p>- interpreting texts</p> <p><b>- constructing texts</b></p> <p>- appreciating texts</p> <p><b>- reflecting</b></p>	<p>- knowledge &amp; understanding</p> <p>- thinking and reasoning</p> <p>- communicating</p> <p>- reflecting</p>	<p><b>- knowledge &amp; understanding</b></p> <p><b>- investigating</b></p> <p><b>- communicating</b></p> <p>- reflecting</p>	<p><b>- knowledge &amp; understanding</b></p> <p><b>- investigating &amp; designing</b></p> <p><b>- producing</b></p> <p>- evaluating</p> <p><b>- reflecting</b></p>	<p>- knowledge &amp; understanding</p> <p>- investigating</p> <p>- communicating</p> <p>- participating</p> <p>- reflecting</p>	<p>- knowledge &amp; understanding</p> <p>- creating</p> <p>- presenting</p> <p>- responding</p> <p>- reflecting</p>	<p><b>- knowledge &amp; understanding</b></p> <p>- investigating</p> <p>- planning</p> <p>- implementing and applying</p> <p>- reflecting</p>