

Buddina State School Unit Plan: Year 7 (Term 2 2008)



Title	Lost in Space!					Context: Students will gain knowledge of interactions and changes in physical systems (our solar system and beyond) and how they can be explained and predicted through reading texts and viewing short films on our solar system. They will also write and design a fantasy narrative involving specified language elements.	
Focus KLAs	English	Maths	Science	Tech			
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 main ideas and the sequence of events, and make simple inferences • recognise and select vocabulary to describe subject matter • interpret how people, characters, places, events and things have been represented • construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose • make judgments and justify opinions about their enjoyment and appreciation of texts using personal knowledge, experiences and direct references to the texts • reflect on and identify how language elements in texts represent people, characters, places, events and things in similar and different ways • reflect on learning to identify new understandings. 			<p><i>Writing and designing</i> Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.</p> <ul style="list-style-type: none"> • Writers and designers establish roles, make assumptions about their audience and position them through language choices • Words and phrases, symbols, images and audio affect meaning and position an audience • Text users make choices about grammar and punctuation, to establish meaning. • 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 <p><i>Reading and viewing</i> Reading and viewing involve using a range of strategies to interpret, evaluate and appreciate written, visual and multimodal texts across wider community contexts.</p> <ul style="list-style-type: none"> • Purposes for reading and viewing are identified and are supported by an evaluation of texts based on an overview that includes skimming and scanning titles, visuals, headings and subheadings, font size, tables of contents, indexes and glossaries • Readers and viewers draw on their prior knowledge, knowledge of language elements and point of view when engaging with a text • Words, groups of words, visual resources and 				<p><i>Writing and designing</i> Narrative</p> <ul style="list-style-type: none"> • Construct a fantasy narrative on the theme of ‘Space Adventure’ • Identify main ideas and the sequence of events, and make simple inferences • Select vocabulary to describe subject matter • Construct fantasy narrative by planning and by using prior knowledge and experience to match an audience and purpose. <p><i>Focus Language elements</i> Evaluating literary and non-literary texts involves understanding the purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Paragraphs sequence information and arguments, and include topic sentences that emphasise a point or argument. • Dependent clauses require independent clauses to make meaning in a sentence • Pronoun–noun agreement, subject–verb agreement and maintaining tense support cohesion across a paragraph • Cohesive devices and other text connectives within and between sentences signal relationships between ideas, including cause-and-effect and comparison and contrast • Noun groups and verb groups are used to provide specific descriptions of subject matter, express degrees of certainty and uncertainty, and develop characterisation, setting and plot • High-frequency words are replaced by more complex forms of vocabulary and give more specific descriptions. • Figurative language, including similes, metaphors and personification, develops imagery and humour • Evaluative language, including adjectives, can appeal to

images can persuade an audience to agree with a point of view by portraying people, characters, places, events and things in different ways.

- Comprehension involves drawing on knowledge of the subject matter and contextual cues to interpret, infer from and evaluate texts in community contexts
- Words and their meanings are decoded by synchronising the use of the cueing systems (graphophonic, semantic and syntactic) and by using knowledge of base words, prefixes and suffixes
- 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.

Speaking and listening

Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across wider community contexts.

- 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.

Literary and non-literary texts

Interpreting and constructing texts involve selecting and controlling choices about 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) across wider community contexts.

- Texts present subject matter from a particular perspective
- A text can be constructed for more than one purpose
- Literary texts entertain, evoke emotion, create suspense and convey messages and information.
- Young adult novels, adventure and fantasy stories, short stories, myths, legends, ballads

certain groups, express opinions, and represent people, characters, places, events and things in different ways

- Punctuation, including quotation marks and brackets, signals meaning
- Vocabulary is chosen to establish relationships, persuade others, describe ideas and demonstrate knowledge.

Reading and viewing

Reading and viewing information from multi model sources

To gather information on our solar system to scaffold their narrative.

Web sites: NASA and the Nine Planets

Non fiction texts

Fiction stories

Viewing Science Fiction Fantasy programs.

Dr Who

Star trek

Lost in Space

Comprehension texts

- Evaluate texts by skimming and scanning titles, visuals, headings and subheadings, font size, tables of contents, indexes and glossaries
- Draw on prior knowledge, knowledge of language elements and point of view when engaging with a text
- 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.
- Improve reading fluency through monitoring meaning and applying self-correction, in combination with a developing vocabulary and prior knowledge of subject matter.
- Comprehend through drawing on knowledge of the subject matter and contextual cues to interpret, infer from and evaluate texts in community contexts
- Decode by synchronising the use of the cueing systems (graphophonic, semantic and syntactic) and by using knowledge of base words, prefixes and suffixes
- Use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

Speaking and listening

Viewing information from multi model sources

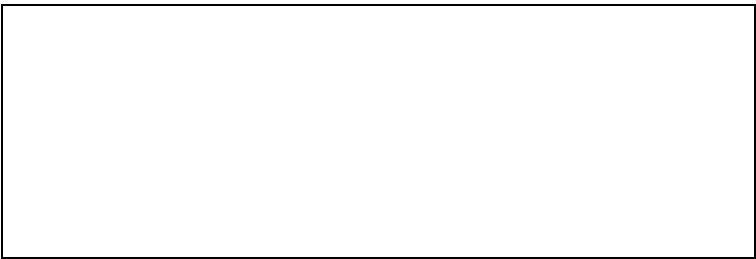
- Use strategies, when listening, to make meaning, including identifying purpose, activating prior knowledge,

	<p>and play scripts are types of literary texts.</p> <ul style="list-style-type: none"> • Characters with feelings and personalities beyond those of traditional characters are explored in texts by selecting vocabulary and using descriptions, imagery, actions and dialogue. • Descriptions, actions and dialogue, using written and visual elements, develop characters and plot. 	<p>responding, questioning, identifying main ideas, monitoring, summarising and reflecting when viewing information from multi model sources.</p>
Science		
<p>Students are able to:</p> <ul style="list-style-type: none"> • plan investigations, including identifying conditions for a fair comparison, variables to be changed and variables to be measured • collect and analyse first- and second-hand data, information and evidence • evaluate information and evidence and identify and analyse errors in data • select and use scientific tools and technologies suited to the investigation • draw conclusions that summarise and explain patterns in data and are supported by experimental evidence and scientific concepts • communicate scientific ideas, data and evidence, using scientific terminology suited to the context and purpose • identify, apply and justify safe practices • reflect on learning, apply new understandings and identify future applications. 	<p><i>Science as a human endeavour</i> Science impacts on people, their environment and their communities.</p> <ul style="list-style-type: none"> • Scientific knowledge has been accumulated and refined over time, and can be used to change the way people live <p><i>Earth and beyond</i> Interactions and changes in physical systems and environments can be explained and predicted.</p> <ul style="list-style-type: none"> • Gravitational attraction between objects in the solar system holds them in fixed orbits, and has predictable effects on the earth • Changes to the earth occur over varying time periods and can be interpreted using geological evidence <p><i>Energy and change</i> Forces and energy can be identified and analysed to provide explanations that benefit community lifestyles and decision making.</p> <ul style="list-style-type: none"> • The motion of an object changes as a result of the application of opposing or supporting forces 	<p>Plan and conduct an experiment to prove or disprove that the Sun is overhead at noon.</p> <ul style="list-style-type: none"> • Plan an investigation, including identifying conditions for a fair comparison, variables to be changed and variables to be measured • collect and analyse first hand information and evidence • evaluate information and evidence and identify and analyse errors in data • select and use scientific tools and technologies suited to the investigation • draw conclusions that summarise and explain patterns in data and are supported by experimental evidence and scientific concepts • communicate scientific ideas, data and evidence, using scientific terminology suited to the context and purpose • reflect on learning, apply new understandings and identify future applications. <p>Gather information on the Solar System View and collect information on:</p> <ul style="list-style-type: none"> • Gravitational attraction between objects in the solar system • Changes to the earth • The motion of an object changes as a result of the application of opposing or supporting forces <p>from:</p> <ul style="list-style-type: none"> • Web sites: NASA and the Nine Planets • Non fiction texts
Technology		
<p>Students are able to:</p> <ul style="list-style-type: none"> • investigate and analyse the purpose, context, specifications and constraints for design ideas • generate and evaluate design ideas and determine suitability based on purpose, specifications and 	<p><i>Technology as a human endeavour</i> Technology influences and impacts on people, their communities and environments.</p> <ul style="list-style-type: none"> • Design and development of products are influenced by societies' changing needs and 	<p>Design and create a model shuttle*/space craft that will drop from a height of 3m *with a raw egg. Primary Connections-Package it Better</p> <ul style="list-style-type: none"> • brainstorm ideas about packages, the materials used to make them, and the design and delivery of packages

<p>constraints</p> <ul style="list-style-type: none"> • communicate the details of designs showing relative proportion, using labelled drawings, models and/or plans • select resources, techniques and tools to make products that meet specifications • plan and manage production procedures and modify as necessary • make products to meet specifications by manipulating and processing resources • identify risks and justify and apply safe practices • evaluate the suitability of products and processes for the purpose and context, and recommend improvements • reflect on and identify the impacts of products and processes on people, their communities and environments • reflect on learning, apply new understandings and identify future applications. 	<p>wants, and include artefacts, systems, environments and services</p> <ul style="list-style-type: none"> • Product design and production decisions are influenced by specifications, constraints and aspects of appropriateness including functions, aesthetics, ethics, culture, available finances and resources, and sustainability • Decisions made about the design, development and use of products can impact positively or negatively on people, their communities and environments <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 are selected according to their characteristics, to match requirements of design challenges and suit the user • Techniques and tools are selected to manipulate or process resources to enhance the quality of products and to match design ideas, standards and specifications 	<ul style="list-style-type: none"> • engage with a design brief. • explore the characteristics and uses of packages • record observations of packages and the materials used to make them • share and discuss findings. • explore the properties of materials used to make packages • discuss the environmental impact of the materials used to make packages. • investigate the capacity of different materials to protect an egg from impact • make predictions, observe and record the results of their investigations • describe how the use of materials is determined by their properties. <p>Package plan- model shuttle</p> <ul style="list-style-type: none"> • review criteria for judging the success of packages • identify properties of materials and how these influence their use in packages • develop a procedural text plan for their design task. <p>Prototype production- model shuttle</p> <ul style="list-style-type: none"> • apply their plans to make a prototype package/space craft • amend their plan during the making of their package develop explanations about materials science and the design process. <p>Product evaluation</p> <ul style="list-style-type: none"> • undertake product evaluation to determine the effectiveness of their prototype package/space craft to meet the design criteria. <p>Product review</p> <ul style="list-style-type: none"> • evaluate their prototype package/space craft and recommend changes to the design • modify their procedural text plan to reflect updated design features • make a revised package/space craft • evaluate the performance of their package/space craft • reflect on their learning about materials and their properties, and the design process plan and make an oral presentation summarising findings about their design and the design process.
The Arts		
<p>Students are able to:</p> <ul style="list-style-type: none"> • <i>modify and polish arts works, using interpretive and technical skills</i> • <i>present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes</i> • <i>identify, apply and justify safe practices</i> 	<p>Drama Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences and intended purposes, through dramatic action based on real or imagined events.</p> <ul style="list-style-type: none"> • <i>Roles and characters can be presented from</i> 	<p>Short Play for buddy class</p> <ul style="list-style-type: none"> • <i>Learn a short play</i> • <i>modify and polish play using interpretive and technical skills</i> • <i>present play to buddy class, using arts techniques, skills and processes</i>

different perspectives and in different situations, using variations in voice, movement and focus

- *Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas*
- *Dramatic action is interpreted, prepared and shaped through scenarios and scripts*



This will lead to the deep understandings of:

Interactions and changes in physical systems (our solar system and beyond) can be explained and predicted. Writing and designing a fantasy narrative involves using language elements for an audience.

Catering for Diversity

Enrichment Activities

Students can:

Construct a more detailed fantasy narrative.
Produce a photo story on space.

Students requiring support

Students can:

Teacher aides will assist in construction of narrative. Construct a picture book narrative.

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	PK	✓	
Professional Practice	When planning, I incorporate the use of ICT in achieving curriculum goals	PP1		
	I provide opportunities for students to use ICT as part of their learning	PP2		
	I provide opportunities for students to use ICT to gather information and to communicate with	PP3		
	I use a range of ICT resources and devices for professional purposes	PP4		
	I use ICT to locate, create and record information and resources	PP5		

	I can store, organise and retrieve digital resources	PP6		
	I use ICT to access and manage information on student learning	PP7		
Professional Values	I can identify when professional learning is required to effectively implement planning	PV1		
	I select ICT resources appropriate for student learning in a range of contexts and for a	PV2		
	I operate safely, legally and ethically when using ICT.	PV3		
Professional Relationships	I use ICT to communicate with others for professional purposes.	PR		

ICT Cross Curriculum Priority

Inquiring with ICTs	<ul style="list-style-type: none"> plan, conduct and manage structured searches for data and information (Locates specific information on our solar system)
Creating with ICTs	
Communicating with ICTs	<ul style="list-style-type: none"> apply appropriate communication conventions (online communication with NASA for kids).
Ethics, issues and ICTs	<ul style="list-style-type: none"> apply codes of practice for safe, secure and responsible use of ICTs (use digital camera to take images of technology process and store in safe locate).
Operating ICTs	<ul style="list-style-type: none"> develop operational skills and begin to use the extended functionality of a range of ICT devices (use digital camera to take images of technology process)

Key Resources

English	Science	Technology	ICTS
Bulk Loan: Lost in Space	Non Fiction texts Websites: http://apps.exploratorium.edu/10cool/index.php?cmd=browse&category=3 http://www.fi.edu/fellows/fellow9/dec98/intro.htm http://www.nasa.gov/ http://www.nasa.gov/audience/forstudents/k-4/index.html http://solarsystem.nasa.gov/kids/index.cfm http://www.nineplanets.org/ http://spaceplace.nasa.gov/en/kids/	Suitable resources for a model shuttle	Digital cameras

Assessment

The Assessment Tasks	Learning Experiences	
Description of tasks	Provided learning activities	The assessment tasks need to include:
<p>Narrative Construct a fantasy narrative on the theme of ‘Space Adventure’</p> <p>Speaking and listening Viewing information from multi model sources</p>	<p>Narrative Discuss and model</p> <ul style="list-style-type: none"> • Construction of a fantasy narrative on the theme of ‘Space Adventure’ • Identifying of main ideas and the sequence of events, and make simple inferences • Selection of vocabulary to describe subject matter • Planning by using prior knowledge and experience to match an audience and purpose. • Paragraph sequence information and arguments, and include topic sentences that emphasise a point or argument. • Use of dependent clauses require independent clauses to make meaning in a sentence • Use of pronoun–noun agreement, subject–verb agreement and maintaining tense support cohesion across a paragraph • Use of cohesive devices and other text connectives within and between sentences signal relationships between ideas, including cause-and-effect and comparison and contrast • Use of noun groups and verb groups are used to provide specific descriptions of subject matter, express degrees of certainty and uncertainty, and develop characterisation, setting and plot • Complex forms of vocabulary. • Figurative language, including similes, metaphors and personification. • Evaluative language, including adjectives. • Punctuation, including quotation marks and brackets • Vocabulary to establish relationships, persuade others, describe ideas and demonstrate knowledge <p>Speaking and listening Viewing information from multi model sources</p> <p>Discuss Using strategies, when listening, to make meaning, including:</p> <ul style="list-style-type: none"> • identifying purpose, • activating prior knowledge, • responding, • questioning, • identifying main ideas, • monitoring, • summarising • reflecting. 	<p>Narrative</p> <ul style="list-style-type: none"> • Construction of a fantasy narrative on the theme of ‘Space Adventure’ • Paragraphs sequencing information • Dependent clauses requiring independent clauses to make meaning in a sentence • Pronoun–noun agreement, subject–verb agreement and maintaining tense. • Cohesive devices and other text connectives within and between sentences signal relationships between ideas, including cause-and-effect and comparison and contrast • Noun groups and verb groups used to provide specific descriptions of subject matter, express degrees of certainty and uncertainty, and develop characterisation, setting and plot. • High-frequency words replaced by more complex forms of vocabulary • Figurative language, including similes, metaphors and personification. • Evaluative language, including adjectives to certain groups, express opinions, and represent people, characters, places, events and things in different ways • Punctuation, including quotation marks and brackets, signals meaning <p>Speaking and listening Viewing and gathering information from multi model sources</p> <ul style="list-style-type: none"> • identifying purpose, • responding, • questioning, • identifying main ideas, • monitoring, • summarising • reflecting.

<p>Science Plan and conduct an experiment to prove or disprove that the Sun is overhead at noon.</p> <p>Technology Design and create a model shuttle that will drop from a height of 3m with a raw egg. <i>Primary Connections-Package it Better</i></p>	<p>Science Discuss and model:</p> <ul style="list-style-type: none"> • Planing of an investigation, including identifying conditions for a fair comparison, variables to be changed and variables to be measured • Collecting and analysing first hand information and evidence • Evaluating information and evidence and identify and analyse errors in data • Selecting and using scientific tools and technologies suited to the investigation • Drawing conclusions that summarise and explain patterns in data and are supported by experimental evidence and scientific concepts • Communicating scientific ideas, data and evidence, using scientific terminology suited to the context and purpose • Reflect on learning, apply new understandings and identify future applications. <p>Technology Design and create a model shuttle that will drop from a height of 3m with a raw egg.</p> <p>Discuss and model</p> <ul style="list-style-type: none"> • brainstorming ideas • exploring the characteristics and uses of packages • record observations • sharing and discussing findings. • exploring the properties of materials used to make packages • the environmental impact of the materials used to make packages. • investigating the capacity of different materials to protect an egg from impact • making predictions, observe and record the results of their investigations • describing how the use of materials is determined by their properties. <p>Package plan- model shuttle</p> <ul style="list-style-type: none"> • reviewing criteria for judging the success of packages • developing a procedural text plan for their design task. 	<p>Science The planning and conducting of an experiment investigating the movement of the Sun across the sky</p> <ul style="list-style-type: none"> • Identifying conditions for a fair comparison, variables to be changed and variables to be measured • Collection and analyse first information and evidence • Evaluation of information and evidence and identify and analyse errors in data • Selection and use of scientific tools and technologies suited to the investigation • Drawing of conclusions that summarise and explain patterns in data and are supported by experimental evidence and scientific concepts • Communicating scientific ideas, data and evidence, using scientific terminology suited to the context and purpose • Reflecting on learning, apply new understandings and identify future applications. <p>Technology Design and create a model shuttle that will drop from a height of 3m with a raw egg.</p> <ul style="list-style-type: none"> • record observations • exploring the properties of materials used to make packages • the environmental impact of the materials used to make packages. • investigating the capacity of different materials to protect an egg from impact • making predictions, observe and record the results of their investigations • describing how the use of materials is determined by their properties. • reviewing criteria for judging the success of packages • developing a procedural text plan for their design task.
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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
<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