HSIE/S&T Integrated Unit- Mini Worlds/ Cycles in Our World - Stage 2 2012

**BE S2.1**
Creates, models and evaluates built Environments reflecting consideration of functional and aesthetic factors.

- interviews students about current playground use and records their responses and proposes ideas for improvements
- identifies and describes a variety of ways in which Aboriginal peoples have used or continue to use natural materials to meet their needs, eg mudbricks, fishtraps.
- generates ideas for improving the use of playground space and prepares labelled plans showing different views for presentation to the school executive
- develops and evaluates several ideas for an endemic garden and models the idea that best meets the design criteria
- creates a model for the endemic garden using construction kits and recycled materials, considering rides, food, other services and energy sources.

**IC S2.2** Creates and evaluates information products demonstrating an understanding of the needs of particular audiences.

- experiments with a range of desktop publishing features, graphics, font and borders to develop an effective poster

**LT S2.3**
Identifies and describes the structure and function of living things and ways in which living things interact with other living things and their environment.

- observes and reports on a local environment, describing how plants and animals rely on each other
- surveys community groups to identify and analyse local environmental problems in different parts of NSW
- devises and implements a fair test with assistance, to find out the impact of water pollution on plants and reports on findings
- draws and labels a plan to refine ideas for making a diorama to show a food chain/web within a particular environment
- selects appropriate resources and materials to demonstrate the function of a system, eg water cycle
- designs, makes and uses a database to record information on selected flora and fauna
- chooses a means of publishing a report on the life cycle of an animal, eg silk worm or frog
- uses a digital or reflex camera to record stages of an animal’s life cycle

**VAS S2.4** Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.

- identifies resemblances between subject matter in artworks and the features of things as they exist in the world, recognising similarities and differences in how things are represented in the artworks

© Assessment opportunities
**HSIE**

**ENS2.5** Describes places in the local area and other parts of Australia and explains their significance.
- demonstrates an aesthetic awareness of environments, both natural and built

**ENS2.6**
Describes people's interactions with environments and identifies responsible ways of interacting with environments.
- identifies issues about the care of places in the community or places of importance to them
- evaluates the necessity of caring for and conserving a feature, site or place
- plans and implements a strategy for caring for a particular feature or site
- presents alternatives to, and consequences of, using features, sites and places in particular ways
- identifies the viewpoints of others regarding how sites, places and features can be cared for and demonstrates an appreciation of the rights of others to have these viewpoints
- gives reasons why a specified feature, place or site should be cared for
- examines the advantages and disadvantages of various land uses

**RS2.7**
Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.
- identifies point of view and supporting arguments in exposition read, differentiating between personal opinion and fact

**WS2.9**
Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.

**WS2.12**
Demonstrates basic desktop publishing skills on the computer.

**WS2.13**
Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.
- understands and uses the organisational structure of exposition including a statement of position (thesis), argument, with
- points and elaboration, sometimes with evidence, and a conclusion adopts methods used by authors to make texts appeal to the reader gives two or more related arguments to support a position

**Performing**

**MUS1.1** Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.
- sings songs developing a sense of beat, pitch, tone colour and structure
- moves to music maintaining a constant beat, identifying structure, identifying changes in pitch
- explores simple aspects of musical concepts in their singing, playing and moving activities, eg, arranging musical material in a different order.

**MUS2.1** Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.
- sings songs demonstrating a greater awareness of beat, pitch, tone colour and structure
- moves to music maintaining a constant beat, identifying structure, identifying changes in pitch, elements of duration and dynamics
- explores basic aspects of musical concepts in their singing, playing and moving activities, eg, arranging musical material into different structures.

**Organising Sound**

**MUS1.2** Explores, creates, selects and organises sound in simple structures.
- creates simple musical compositions, with a sense of spontaneity, that are variations on known material and material that is new

**MUS2.2** Improvises musical phrases, organises sounds and explains reasons for choices.
- improvises and explores musical ideas based on rhythmic or melodic patterns and incorporates these into own compositions
- explores ways of varying musical material,
- organises own musical ideas into simple compositions, eg by improvising, creating, exploring and selecting materials to form compositions, and giving reasons for making these choices
- recognises and discusses the intentions behind own work, eg 'I wanted to get louder here so it would become more exciting'.

**Listening**

**MUS1.4** Responds to a range of music, expressing likes and dislikes and the reasons for these choices.
- identifies simple musical features of the music that is performed and listened to, eg the tempo, pitch, structure, dynamics, tone colour

**MUS2.4** Identifies the use of musical concepts and musical symbols in a range of repertoire.
- identifies basic musical features of the music that is performed and listened to, eg rhythm, tempo, pitch, structure, dynamics, tone colour
## HSIE/S&T Integrated Unit - Mini Worlds/ Cycles in Our World - Stage 2 2012

<table>
<thead>
<tr>
<th>Pre-KNOWING</th>
<th>KNOWING</th>
<th>UNDERSTANDING</th>
<th>APPLYING</th>
<th>ANALYSING</th>
<th>CREATING</th>
<th>EVALUATING</th>
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</thead>
<tbody>
<tr>
<td><strong>VERBAL</strong></td>
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<tr>
<td>I enjoy reading, writing and speaking</td>
<td><strong>Lesson Sequence 1</strong></td>
<td><strong>The Local Catchment Area</strong></td>
<td><em>What is a catchment area?</em></td>
<td><strong>Google Maps</strong></td>
<td><strong>Label the catchment area:</strong> rivers, lakes etc.</td>
<td><strong>Identifying problems</strong></td>
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<td><strong>MATHEMATICAL</strong></td>
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<td>I enjoy working with numbers and science</td>
<td><strong>Lesson Sequence 2</strong></td>
<td><strong>Storm Water</strong></td>
<td><strong>Students present powerpoint/booklet to stakeholders</strong></td>
<td><strong>Gather and collate responses to booklet.</strong></td>
<td><strong>Storm Water Testing</strong></td>
<td><strong>Begin the water testing process by deciding on locations and collecting storm water from a number of areas around and near the school grounds.</strong></td>
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<td><strong>VISUAL/SPATIAL</strong></td>
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<tr>
<td>I enjoy painting, drawing and visualising</td>
<td><strong>Lesson Sequence 8</strong></td>
<td><em>(Lessons to be delivered by RFF teacher on a weekly basis)</em></td>
<td>*<em>Art Appreciation. Discuss the variety of “Mini Worlds” and natural features of the local Lake Mac environment e.g. grass lands of the Watagan Mountains, sand dunes/rock pools at the beach, ponds on the farm, Mangroves in Lake Macquarie. Record on board.</em></td>
<td><strong>Show the students pictures of various Australian landscapes, and discuss.</strong></td>
<td><strong>Introductory class “Advance Australia Fair” by Peter Dodds McCormick.</strong></td>
<td><strong>Painted National Anthem</strong></td>
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<tr>
<td>KINAESTHETIC</td>
<td>Lesson Sequence 5</td>
<td>Create a mind map of the different types of mini worlds around us.</td>
<td>Food Web Game</td>
<td>Using steps found on Rumbalara website, assess the features of a healthy habitat and apply to gardens around the school</td>
<td>Analyse which gardens had the most biodiversity and how each garden could be improved.</td>
<td>Design a healthy habitat using Smart Notebook.</td>
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<td>I enjoy doing hands on activities, sports and dance</td>
<td>Discuss the idea of a mini world</td>
<td>Distribute cards to student stating which part of the food web they will play. As a class, assemble food web</td>
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<td><strong>MUSICAL</strong></td>
<td><strong>Lesson Sequence 3</strong></td>
<td>Listen to Jason Mraz ‘Outdoors Song’ and discuss how he changed to words to give the song a new meaning.</td>
<td><strong>Food Web Game</strong></td>
<td>Play music to Outdoors and have students stamp the beat. Discuss which lines rhyme to give a pattern</td>
<td>Students discuss what message they would like to deliver in their song.</td>
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<tr>
<td>I enjoy making and listening to music</td>
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<td>Explain to the children that we are going to change the words to ‘Fireworks’ and give reasons why this is a good song.</td>
<td>Play music to Firework and have students stamp the beat. Discuss which lines rhyme to give a pattern and where there is emphasis on words.</td>
<td>In groups create verse or chorus to suit message.</td>
<td>Choose three best verses and chorus and put song together.</td>
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<td><strong>INTERPERSONAL</strong></td>
<td><strong>Lesson Sequence 7</strong></td>
<td>What is a brochure? Give children information to understand purpose of presentation including ideas, modality, perspective and layout.</td>
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<td>Perform song in front of audience and gauge reaction.</td>
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<td>I enjoy working with others</td>
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<td>Purpose of Brochure discuss importance of having a squirrel glider and why (food web, preservation etc). Survey some community members on their knowledge of Squirrel Gliders.</td>
<td>Explicitly teach language and grammar for exposition. Create wordbank to assist children to write exposition.</td>
<td>Children decide on the topics/headings to include in their exposition. Record key points to include in these topics.</td>
<td>Children explicitly taught to write two paragraphs for every sentence.</td>
<td>Record the song – see Cristine using Garage band or similar</td>
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<tr>
<td><strong>INTRAPERSONAL</strong></td>
<td><strong>Lesson Sequence 4</strong></td>
<td>Google what a catchment model is and what it does.</td>
<td>Discuss how to create two catchment models in milk containers and other materials.</td>
<td>Create two catchment models, one with trees and other flora, another with bare ground.</td>
<td>Run an experiment using both catchment models. Tip water over both catchment models and measure how much soil runs off from each.</td>
<td>Children complete self assessment of their own brochure. Brochures can be printed using grant money and letter box drop.</td>
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<tr>
<td>I enjoy working by myself</td>
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### Lesson Sequence 6

**What is a squirrel glider?**

**What is a threatened species?**

**In-depth study of squirrel glider and its environment. What they eat, where they live etc.**

**Brainstorm why it is important to preserve this and other species.**

**What does squirrel require in its environment to survive? How can the community help to save SG e.g keep pets in doors at night?**

**How do these requirements fit into our school playground?**

**Design a garden that is squirrel glider friendly. 😊**

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**Resources:**


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**Unit of Work assembled by:**

- Michelle Cutajar
- Christine Freeman
- Yolanda Ravelli
- Anna-Lee Webeck

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**Morisset Public School**