Mini Worlds – Cycles in Our World
Rich Task- Stage 2
Term 1, 2012

Outcomes & Indicators

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
- identifies processes used by people to design environments.

SCIENCE & TECHNOLOGY
BE S2.1 Creates, models and evaluates built Environments reflecting consideration of functional and aesthetic factors.
- develops and evaluates several ideas for an endemic garden and models the idea that best meets the design criteria

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

VISUAL ARTS
VAS2.4 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
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TASK- Part One:
In class you will be part of a number of lessons that research the environmental needs of a Squirrel Glider. In class we will answer these questions:
- What is a threatened species
- What does a Squirrel Glider look like?
- What does a Squirrel Glider eat?
- What are the important parts of a Squirrel Gliders habitat?
- What can we do to help the Squirrel Glider survive in our town?

Part Two:
This year at our school, we are planting a new garden next to the Hall. This garden will be created to give the Squirrel Glider a chance to live in our school grounds. You are being asked to be a part of the planning of this garden.

Once we have answered all of the questions about the Squirrel Gliders needs in class, you will use this information to plan the garden for the Squirrel Glider to live in. You will be given an A3 piece of paper on which you will draw your ideas for the garden.

You will need to think about what the Squirrel Glider will need to survive in the garden as well as making it a fun place for children to play in. You will need to draw your plans for the garden from either a top or a side view. You will need to label your drawing to include names of different plants and features of the garden. If you wish, you may write a small description of your garden to explain your ideas.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>A 4 Marks</th>
<th>B 3 Marks</th>
<th>C 2 Marks</th>
<th>D 1 Mark</th>
<th>E 0 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENS2.5 Describes places in the local area and other parts of Australia and explains their significance</td>
<td>B criteria + An explanation that includes in-depth and personal reasons why it is important to care for this part of our environment.</td>
<td>C criteria + An explanation that includes reasons why it is important to care for this part of our environment.</td>
<td>Creates a plan for an appropriate Squirrel Glider habitat that is also a fun place for children to play.</td>
<td>Creates a plan for a garden that is EITHER a Squirrel Glider habitat OR a fun place for children to play.</td>
<td>Garden requirements not met.</td>
</tr>
<tr>
<td>ENS2.6 Describes people’s interactions with environments and identifies responsible ways of interacting with environments.</td>
<td>B criteria + An in-depth explanation of the requirements of a Squirrel Glider and how it has been address in the garden design.</td>
<td>C Criteria + An explanation of some of the requirements of a Squirrel Glider and how it has been address in the garden design.</td>
<td>Drawing includes natural parts of the garden (plants and animals) as well as manmade features (ponds, foundations, bird baths, paths, seats, tree labels etc)</td>
<td>Drawing includes EITHER natural parts of the garden (plants and animals) OR manmade features (ponds, foundations, bird baths, paths, seats, tree labels etc)</td>
<td>Garden requirements not met.</td>
</tr>
<tr>
<td>BE S2.1 Creates, models and evaluates built Environments reflecting consideration of functional and aesthetic factors.</td>
<td>B Criteria + An explanation of all the different natural and manmade parts of the garden and their importance.</td>
<td>C Criteria + An explanation of some of the different parts of the garden and their importance.</td>
<td>Includes 3 or more ideas in endemic garden plan that meet the needs of the Squirrel Glider.</td>
<td>Includes 1-2 ideas in endemic garden plan that meet the needs of the Squirrel Glider.</td>
<td>Does not include any ideas that address the needs of the Squirrel Glider.</td>
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<tr>
<td>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.</td>
<td>B Criteria + Labels clearly identify all three layers of a healthy habitat.</td>
<td>C criteria + Labels to clearly identify some layers of a healthy habitat.</td>
<td>Includes in plan different plant layers of a healthy habitat - overstorey, middle storey, understory</td>
<td>Includes 1-2 layers of a healthy habitat in their garden design.</td>
<td>Does not include any consideration of the three layers of a healthy habitat in their design.</td>
</tr>
<tr>
<td>VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.</td>
<td>B criteria + Labels all parts of the garden including plants and features.</td>
<td>C criteria + Labels some parts of the garden including plants and features.</td>
<td>Garden design is drawn so that the plan can be understood by viewer and drawn from top-down view.</td>
<td>Garden design is drawn from many different viewpoints for example so trees may be drawn looking down on while others is drawn from a side view.</td>
<td>Garden design is indecipherable.</td>
</tr>
</tbody>
</table>

**TOTAL POINTS:**

Achievement: A B C D E

Comments: ____________________________________________________________________________
____________________________________________________________________________________