

Year Level: 2

Teacher/s: Helen Dorling/Georgina Eves

# Subject: Science-Earth and Space Sciences: Earth's Resources

PART 1: PURPOSE <i>(What do we want students to learn?)</i>				
General Capabilities	<input checked="" type="checkbox"/> Literacy	<input checked="" type="checkbox"/> Numeracy	<input checked="" type="checkbox"/> ICT	<input type="checkbox"/> Critical and Creative Thinking
	<input checked="" type="checkbox"/> Ethical Behaviour	<input type="checkbox"/> Personal and Social	<input type="checkbox"/> Intercultural Understanding	
Cross-curriculum Priorities	<input type="checkbox"/> Aboriginal and TSI Histories and Culture	<input type="checkbox"/> Asia and Australia's Engagement with Asia	<input checked="" type="checkbox"/> Sustainability	<input type="checkbox"/> Service Learning

Key Idea / Central Statement <i>The overarching statement that captures the point of this unit and can be explored</i>	Essential Questions: <i>(open, rich question which develops Key Idea / Central Statement. Refer to AC Key Ideas for each subject, where available)</i>
Water is essential to life.	<p>What is the Earth?            What are the natural resources that the Earth has?            How do we use Earth's resources?            Focus on the Primary Connections unit of Waterworks            What is water?            Why do we need it?            What do we use it for?            How do we use it?            Why do we need to use it responsibly?            How do we use it responsibly?            How do we use it personally?            How do we use it at home?            How does the school use it?</p>
<b>Deep Understandings of Concepts:</b>	
Responsibility – What is our responsibility? – Responsible use of water as a finite resource. Function – How does it work? – What we rely on water for and why.	

<b>Content Descriptions:</b> <i>(from Australian Curriculum)</i>	
<p><b>Knowledge and Understanding:</b> <i>(What are students expected to know and understand?)</i> Earth's resources are used in a variety of ways <a href="#">(ACSSU032)</a></p> <p>Science involves observing, asking questions about, and describing changes in, objects and events <a href="#">(ACSHE034)</a></p> <p>People use science in their daily lives, including when caring for their <a href="#">environment</a> and living things <a href="#">(ACSHE035)</a></p>	<p><b>Sophistication of Skills:</b> <i>(What are students expected to be able to do?)</i> Pose and respond to questions, and make predictions about <a href="#">familiar</a> objects and events <a href="#">(ACSIS037)</a> Participate in guided investigations to explore and answer questions <a href="#">(ACSIS038)</a> Use informal measurements to collect and record observations, using <a href="#">digital technologies</a> as appropriate <a href="#">(ACSIS039)</a> Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions <a href="#">(ACSIS040)</a> Compare observations with those of others <a href="#">(ACSIS041)</a> Represent and communicate observations and ideas in a variety of ways <a href="#">(ACSIS042)</a></p>

<b>PART 2: ASSESSMENT EVIDENCE</b> <i>(JS details Assessment here unless uploaded on TA; for MS and SS this information is captured in TA Programs)</i>  <i>(How will we know what students have learned?)</i>
<p><b>Year Level Achievement Standard:</b> <i>(from Australian Curriculum)</i></p> <p><b>Year 2 Achievement Standard</b></p> <p>By the end of Year 2, students <a href="#">describe</a> changes to objects, materials and living things. They <a href="#">identify</a> that certain materials and resources have different uses and <a href="#">describe</a> examples of where science is used in people's daily lives.</p> <p>Students <a href="#">pose</a> and <a href="#">respond</a> to questions about their experiences and <a href="#">predict</a> outcomes of investigations. They use informal measurements to make and <a href="#">compare</a> observations. They <a href="#">record</a> and <a href="#">represent</a> observations and communicate ideas in a variety of ways</p>
<p><b>Assessment Task(s):</b> <i>(Formative and Summative tasks that cater for students across the full range of abilities)</i></p> <p><b>Formative Assessment Task/s;</b> Recording of experimental observations Student drawings of predictions and evaluating their results</p> <p><b>Summative Assessment Task/s;</b> Teacher observations of student conversations and evidence Resource Sheet 1 beginning and end of unit. Evidence of student growth from the beginning of the unit – prior knowledge to repetition of the same recording sheet at the end of the unit.</p> <p><b>Other Evidence of Learning:</b> <i>(may include major formative learning tasks, rubrics, formal and informal feedback, student self-assessment)</i> Students recording Student independence with scientific experiments</p>

<p><b>Feedback:</b> <i>(What sort of feedback will students receive?)</i> Oral and written Student sharing of experimental findings</p> <p><b>Self-assessment:</b> <i>(How will students reflect upon and self-assess their learning?)</i> Using Resource Sheet 1: Beginning and End, have students identify their new learning.</p>		
<p><b>PART 3: LEARNING AND TEACHING PLAN</b> <i>(What would it look like?)</i></p>		
<p><b>Academic Vocabulary Instruction:</b> <i>(What subject-specific vocabulary from the Achievement Standards, Content and Skills descriptions will be taught explicitly to students?)</i></p>	<p><b>Differentiation: Adjustments for Needs of Learners</b> <i>(How will specific learning needs of individual students be catered for?)</i> e.g. Must Do / Could Do / Should Do; Content Process; Product; Learning Environment; Interests Learning profiles; Readiness</p>	<p><b>Visible Thinking Skills &amp; Strategies:</b> <i>(How will you enhance the thinking of students?)</i> e.g., Bloom's Taxonomy, Questivities, (Creative Questions), De Bono's Six Hat Thinking, Thinkers Keys, Williams 8, Project Zero Thinking Routines</p>
<p><b>Earth Essential Life Water Resources Responsibility Function Water cycle Usage Daily Ground Rain Flow Investigating Experiment observations Respond Community School map</b></p>	<p>Mixed ability groupings Open ended questioning Opportunities for recording personal ideas in a range of ways – iPads, diagrams, writing</p>	<p>Placemat activity – Resource Sheet 1 – Beginning and End I see, I think, I predict I used to think, now I think</p>
<p><b>Teaching and Learning Sequence</b> <i>is recorded on TA in the week by week unit outline</i></p> <p>EcoStaff will be coming in the talk to the students about the flow of water within the school and how it is captured and used responsibly.</p>		

<p><b>PART 4: TEACHER REFLECTION ON THE UNIT PLAN</b> <i>(How successful was the Unit in meeting the purpose of the Unit in Part 1? How do I know? What evidence have I collected?)</i></p>
<p>Identify what worked well during and at the end of the unit, including:</p> <ul style="list-style-type: none"> <li>• learning that worked well and why</li> <li>• learning that could be improved and how</li> <li>• assessment that worked well and why</li> <li>• assessment that could be improved and how</li> </ul> <p>(Adapted from Queensland Studies Authority)</p>