

LEARNING BANDS:

- Early Years
- Primary Years
- Middle Years
- Senior Years

KEY COMPETENCIES:

- KC1:** Collecting, analysing & organising information
- KC2:** Communicating ideas & information
- KC3:** Planning & organising activities
- KC4:** Working with others & in teams
- KC5:** Using Mathematical ideas & techniques
- KC6:** Solving problems
- KC7:** Using Technology

ESSENTIAL LEARNINGS:

- Futures
- Identity
- Interdependence
- Thinking
- Communication






LEARNING AREAS:

- Arts
- English
- Health & PE
- Society & Environment
- Design & Technology
- Science
- Mathematics
- Languages

RESOURCES

- * Internet access - see Website for suggested links.
- * See Website for list of reference materials used.

UNIT PLANNER—SACSA**VAKPOINT Learning Styles**

VISUAL	AUDITORY	KINESTHETIC	PRINT ORIENTED	INTERACTIVE
✓			✓	✓
				

TOPIC / THEME: Eugene's Underwater World - Web Challenge & Web Quest

LENGTH OF UNIT: Suggest 6 weeks **YEAR LEVEL:** 4-7

KEY QUESTION(S):

Are marine theme parks (and similar things like zoos) good things?

OBJECTIVES:

Students to form and express opinions after weighing up educational & social benefits vs environmental and ethical issues.

LEARNING ACTIVITIES:

1. Web Challenge - Online quiz / research activity.
2. Web Quest - Research specific role and present information.
3. Presentation - Group preparation and presentation to audience.

SACSA STRAND(S):

Main one is 'Place, Space and Environment'.

SACSA KEY IDEA(S):

- * Students use a range of resources and technologies to gather and present information.
- * Students consider sustainability and care of resources and places as they explore how people's attitudes and values affect their interactions with natural features and cycles.

SACSA OUTCOMES / STANDARD:

3.4 Identifies and describes significant resources, explains the threats which endanger them and suggests strategies to combat threats.

3.6 Identifies factors affecting an environmental issue and reports on ways to act for sustainable futures.

ASSESSMENT:

See on Website:

- * Worksheet
- * Assessment Rubric

RBL / LEARNING TECHNOLOGIES:**INFORMATION LITERACY:**

- Defining** (e.g. forms questions, plans, brainstorm)
- Locating** (e.g. searching strategies, aware of resources)
- Selecting** (e.g. key words, scanning techniques, compares)
- Organising** (e.g. uses dot points, graphic organisers)
- Presenting** (e.g. appropriate to audience, range of media)
- Evaluating** (e.g. reflection, feedback, notes successes & areas to improve)

COMMUNICATING:

- Email
- Fax
- Web Page
- Digital images
- Digital video
- Music
- Other:

CREATING:

- Word
- Publisher
- Power Point
- Front Page
- Hyperstudio
- Kid Pix
- Flash
- Inspiration
- Other:

WEBLINKS:

Links to appropriate sites are provided on the Website.

