

South Australian Birds

A Unit of Work for Primary Years Band : Curriculum Standard 2

The Curriculum Scope, Curriculum Standards and associated Essential Learnings relevant to this unit of work derived from the South Australian Curriculum Standards and Accountability Framework:
Trialing Draft March 2000

Science

Strand: Life and living

CURRICULUM SCOPE

Students learn that the structure, characteristics and functioning of living things are interrelated and independent

This includes learning:

- about the external and internal parts of plants and animals
- about living things such as animals, by observing and identifying similarities and differences in structure
- to identify the survival features of particular animals (for example, local birds' beaks)
- to explore and study plants and animals in natural and built environments

*Through this learning students explore the local environment, collect evidence of environmental damage and generate strategies to promote harmonious ecological relationships and communicate /present their findings. **KC1, KC2***

CURRICULUM STANDARDS

Life and living

CURRICULUM STANDARD 2

Towards the end of Year 4

AN ESSENTIAL LEARNING

*The student explores the local environment, collects evidence of environmental damage and generates strategies to promote harmonious ecological relationships and communicates /presents his/her findings. **KC1, KC2***

TOGETHER WITH

The student

- *2.1 Explores relationships between living things by investigating questions about the features and their function*

English

Strand: Language

CURRICULUM SCOPE

Students learn about and learn to use most basic text structure features, including grammar, punctuation, handwriting and information and communication technologies, when composing a range of texts

This includes learning:

- to use layout to assist the reader, for example, headlines, illustrations, boxes, lists, paragraphs, chapters, tables
- to use information and communications technologies, for example by developing keyboard skills for publishing, formatting, editing and graphics

*Through this learning students organise ideas and information as they apply basic text structures and language features when composing a range of written texts. **KC1***

CURRICULUM STANDARDS

Language

CURRICULUM STANDARD 2

Towards the end of Year 4

AN ESSENTIAL LEARNING

The student organises ideas and information as he/she applies basic text structures and language features when composing a range of written texts.

KC1

TOGETHER WITH

The student

- *2.8 uses text structures and language features when composing a range of written texts*

Strand: Strategies

Students integrate several strategies to identify resources and find information when reading, viewing and comprehending written and visual texts.

This includes learning

- to select texts for research ...
- to monitor understanding and interpret meaning for specific purposes, for example ... using organisational features, undertaking short, focused research tasks, deciphering difficult texts.
- To record and organise information, for example by making brief notes of relevant information, ... keeping records of what they read

*Through this learning students experiment with and test ideas about their understanding and interpretation of meaning by recording, selecting and organising information when reading and viewing written and visual texts. **KC1***

Strategies

CURRICULUM STANDARD 2

Towards the end of Year 4

AN ESSENTIAL LEARNING

*The student experiments with and tests ideas about his/her understanding and interpretation of meaning by selecting and organising information when reading and viewing written and visual texts. **KC1***

TOGETHER WITH

The student

- *2.11 Integrates several strategies when interpreting written and visual texts*

Design and Technology

Strand: Information and Communication Technologies

CURRICULUM SCOPE

Designing: Students develop a range of ICT skills

This includes learning:

- about sequencing, content and layout CURRICULUM STANDARDS
- about the needs of an audience when producing an ICT product
- to integrate the use of text and graphics in authoring
- to evaluate their own designs and explore other options
- to research ideas and designs from a variety of sources

*Through this learning students develop the capacity to gather and evaluate information and ideas from a range of ICT sources. **KC1, KC7***

Making: Students are competent in using a range of information forms and ICT equipment. They develop skills for making products, processes and systems.

This includes learning

- to use ICT as a tool for expression and knowledge creation
- to open, use and close software packages for different purposes
- to apply skills in using ICT equipment for particular purposes
- to manage a multi-tasking operating system (for example working in a graphics program and pasting into a word processor)

*Through this learning students select with confidence the appropriate hardware and software or data for creating, using and representing knowledge, recognising the perspectives and views of others. **KC7, KC2***

CURRICULUM STANDARDS

ICT: Designing

CURRICULUM STANDARD 2

Towards the end of Year 4

AN ESSENTIAL LEARNING

The student develops the capacity to gather and evaluate information and ideas from a range of ICT sources.

TOGETHER WITH

The student

- *2.8 Applies a range of design skills*

ICT: Making

CURRICULUM STANDARD 2

Towards the end of Year 4

AN ESSENTIAL LEARNING

*The student selects with confidence the appropriate hardware and software or data for creating, using and representing knowledge, recognising the perspectives and views of others. **KC7, KC2***

TOGETHER WITH

The student

- *2.10 Demonstrate competence with a broad range of materials and equipment*