**INTTEGRATED STUDIES UNIT PLAN**

**UNIT TITLE:** Marine Environment  
**YEAR LEVEL:** 3/4  
**YEAR:** 2013  
**TERM:** 3

**DURATION OF UNIT:** This unit will be conducted over 10 weeks.

**TEACHERS:** Emilia, Connie, Lynette, Josie, Mel, Mel

<table>
<thead>
<tr>
<th>CORE CONCEPT</th>
<th>UNDERSTANDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marine Environment</td>
<td>• The sea contains both living and non living things that interact with each other.</td>
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<tr>
<td></td>
<td>• Like all living things marine organisms have particular requirements for survival.</td>
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<tr>
<td></td>
<td>• Living things have ways to protect themselves from adverse conditions in their environment.</td>
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<tr>
<td></td>
<td>• Human interventions in marine ecosystems, such as disposal of waste and rubbish affects the survival of living things.</td>
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**Learning Focus:**
Children begin to understand how different parts work together in plants and animals to produce change and to aid in survival; for example, growth and movement. They learn to classify things that they find in their environment as *living (biotic)* or *non-living (abiotic)*. They investigate how humans affect the survival of living things and change the environment, and how interactions between
living things in the environment change. Students are introduced to the concept of a sustainable environment and their role in contributing to it; for example, involvement in local litter programs and recycling at home and at school.

**Focus Questions**

What is marine life?

What impacts on the survival of marine life?

How do marine creatures survive?

Why should marine life be protected?

**Understandings**

From studying this unit, children will understand that:

1. Marine animals are adapted to their environment.
2. Food webs and life-cycles of marine creatures have an impact on man.
3. People interact with and impact on the marine environment in both positive and negative ways.

**Curriculum Focus**

At Level 3, students describe how aspects of places in their local area have changed over time. From direct observation or observation of a variety of media, they describe the human and physical characteristics of their local area and other parts of Victoria. They describe how people use and affect different environments in Victoria.

**Sustainability**

Sustainability addresses the ongoing capacity of Earth to maintain all life.

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

**Humanities knowledge and understanding**

As students work towards the achievement of Level 4 standards in the Humanities, they consider the features and characteristics of their local area and Victoria. Students investigate the human and physical characteristics of their local area and other parts of Victoria and consider features of their local community that have changed over time. They learn about settlement patterns, major land uses, communication networks, and the location and variety of national parks in Victoria. They begin to make some simple comparisons between local and other Victorian environments: natural features, climate, land use and types of human activities. Students develop awareness
and understanding of the effects of people's interactions with their environment and the ways in which these affect their lives. Students begin to visualise and describe location and direction using simple alphanumeric grids and compass points. They learn to use atlas maps and a globe to locate and name the states and territories of Australia.

Students learn to distinguish between basic needs and wants (for example, food, clothing, shelter, and affection), saving and spending, buyers (consumers) and sellers (producers), and goods and services. They develop an understanding of the role of money and identify ways to save; for example, using a savings account, and begin to understand the importance of budgeting. They examine and compare different types of work and specific jobs.

The Humanities
Learning focus

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Science
The Science Inquiry Skills and Science as a Human Endeavour strands are described across a two-level band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the Science Understanding strand for the relevant level to ensure that these two strands are addressed over the two-level period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Over Levels 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Level 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions.

Physical, Personal and Social Learning
Interpersonal relationships

As students work towards the achievement of Level 4 standards in Interpersonal Development, they interact with their peers, older and younger students, and adults in both informal and formal contexts. They develop their skills and strategies for getting to know and understand others within increasingly complex situations. With teacher support, they identify different types of friendships and relationships. They discuss the expectations they have of friendship and relationship groups and acknowledge the expectations that others have of them. They recognise that relationships change and that positive relationships do not depend on always agreeing with one another.
Students are encouraged to think about their values and how these affect their feelings and behaviour. They are supported to develop relationships based on respect and the valuing of individual differences; for example, speaking respectfully about others, listening and responding appropriately and encouraging others’ contributions. They learn to respect other students’ belongings and, when appropriate, to share their own.

Students begin to explore the link between their feelings and their behaviour. They learn about empathy and use this to begin to respond to the needs of others. Using prompts and questions, they develop skills in giving and accepting constructive feedback; for example, praising or making suggestions for improvement.

Students are introduced to a variety of strategies for dealing with conflict and bullying. By articulating the conflict to be resolved, they discuss options and outcomes and work with others to develop plans and procedures to reduce the possibility of conflict, avoid or resolve conflict.

In teams, students work towards the achievement of agreed goals within a set timeframe. With teacher assistance, they develop awareness of their role in the team and responsibilities in various situations, and interact with others accordingly. Students begin to be aware that different points of view may be valid. Using provided criteria, they reflect on the effectiveness of the teams in which they participate.

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**Working In Teams**
Students will learn to work with others by building positive social relationships, working and learning in teams and managing and resolving conflicts

**Building Social Relationship**
Students demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. They work with others to reduce, avoid and resolve conflict.
As students work towards the achievement of Level 4 standards in Personal Learning, they begin to build on personal strengths by recognising strategies for learning which help them learn most effectively. With support, they use their past learning to inform their future learning, and begin to set learning improvement goals.

Students participate in a diverse range of learning activities that allow them to acknowledge their development as learners. They monitor their learning through strategies such as share time and seeking feedback from the teacher and, where appropriate, their peers. Students learn to recognise the various positive and negative emotions that may be associated with their learning, and that feelings of uncertainty do not equate with an inability to complete a task. They explore the implications of impulsive behaviour and identify strategies they can use to manage impulsiveness, such as taking time to think about their opinions before giving them and considering alternative viewpoints before making a value judgment about an idea. They develop an awareness of their emotions and the capacity to use positive self-talk; for example, by compiling a list of strategies they can implement when they are feeling uncertain. Through reflection on their achievements across a range of tasks, they begin to understand the roles of persistence and effort in completing tasks. Students reflect on their own behaviour in the classroom and the personal values that inform those behaviours. They develop and respect protocols, such as codes of cooperation, that promote learning with peers. They begin to compare their own values with those agreed to by the class.

Students reflect on their contribution to the creation of a positive learning culture in the classroom and recognise that they may learn with and from peers. With support, students develop strategies for managing their own learning, and identify the need for resource and time management in completing short tasks. They begin to use various tools, such as personal diaries and portfolios, to help them reflect on the effectiveness of the strategies they use in learning and in recording and commenting on task outcomes. They learn to set simple goals for future learning such as ‘to practise a specific skill’. They begin to review their work to check for accuracy.

**Building social relationships**
At Level 4, students demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. They work with others to reduce, avoid and resolve conflict.

**Working in teams**
At Level 4, students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. They describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals.

**English**

**Reading**
By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.

**Writing**
Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They legibly write using consistently sized joined letters.
**Speaking and listening**
Students listen to others’ views and respond appropriately. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.

**Reading and viewing**
By the end of Level 4, students understand that texts have different structures depending on the purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others’ viewpoints.

**Writing**
Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

**Speaking and listening**
Students listen for key points in discussions. They use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.

**Mathematics**
See Maths Planner

**Personal Learning**
As students work towards the achievement of Level 4 standards in Personal Learning, they begin to build on personal strengths by recognising strategies for learning which help them learn most effectively. With support, they use their past learning to inform their future learning, and begin to set learning improvement goals. Students participate in a diverse range of learning activities that allow them to acknowledge their development as learners. They monitor their learning through strategies such as share time and seeking feedback from the teacher and, where appropriate, their peers.

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As students work towards the achievement of Level 4 standards in Information and Communications Technology (ICT), they develop skills in using ICT for problem solving, expressing ideas, and presenting information to different audiences. Working in all areas of the curriculum, students explore a range of ICT tools (for example, basic editing tools such as word processing) and simple techniques for visualising thinking. They also use simple graphic organisers such as concept maps and sequence charts to provide a framework for visualising thinking. In particular they use tools that assist in sequencing, and in identifying relationships between, ideas, facts and concepts. Students save their visualising thinking files to folders and when new but similar learning situations arise, they retrieve them and use them as a starting point for these situations. Students reflect on the usefulness of such tools and strategies in new circumstances.

ICT for visualising thinking
At Level 4, students use ICT tools to list ideas, order them into logical sequences, and identify relationships between them. Students retrieve their saved visualising thinking strategies and edit them for use in new, but similar situations. They explain how these strategies can be used for different problems or situations.

ICT for creating
At Level 4, students organise their files into folders classified in a way that is meaningful to them. Students explain the purpose of passwords for accessing files stored on networks. They follow simple plans and use tools and a range of data types to create information products designed to inform, persuade, entertain or educate particular audiences. They create information products to assist in problem solving in all areas of the curriculum. With minimal assistance, students use ICT tools to capture and save images. They use simple editing functions to manipulate the images for use in their products.

ICT for communicating
At Level 4, students initiate and compose email messages to known and unknown audiences and, where appropriate, send replies. Students create folders in their mailbox to organise the storage of email messages they wish to keep. They locate information on an intranet, and use a recommended search engine and limited key words to locate information from websites. They develop and apply simple criteria to evaluate the value of the located information.

Investigating and designing
At Level 4 students, individually and in teams, generate ideas based on a design brief, demonstrating understanding that designs may need to meet a range of different requirements. They use words, labelled sketches and models to communicate the details of their designs, and clarify ideas when asked. They identify simple systems components and common materials/ingredients and explain the characteristics and properties that make them suitable for use in products. Students think ahead about the order of their work and list basic steps to make the product or system they have designed.

Producing
At Level 4, students use their list of steps and are able to choose appropriate tools, equipment and techniques to alter and combine materials/ingredients and assemble systems components. They use a variety of simple techniques/processes and a range of materials/ingredients to safely and hygienically alter and combine materials/ingredients and put together components to make products and simple systems that have moving parts.

Analysing and evaluating
At Level 4, students test, evaluate and revise their designs, products or simple systems in light of feedback they have gained from others. They identify what has led to improvements and describe what they consider to be the strengths and drawbacks of their design, product or simple system. They consider how well a product or simple system functions and/or how well it meets the intended purpose.
Thinking
Reasoning, processing and inquiry
- Collect and organise ideas from a range of sources to answer questions
- Apply thinking strategies to organise information
- Provide reasons for their conclusions

Thinking Processes
As students work towards the achievement of Level 4 standards in Thinking Processes, they explore aspects of their natural, constructed and social world, wondering and developing questions about it. They use a range of sources of information including observations and findings from their own investigations to answer these questions. Students develop strategies for organising and summarising information and reflecting on their thinking. They begin to categorise knowledge and ideas, identify patterns, and form generalisations. They learn to make connections between both new and established ideas and their own knowledge.
With thinking tools to assist them, students begin to ask more focused and clarifying questions. They develop skills in collecting and organising ideas from a range of sources to construct knowledge. They learn to question the validity of sources, communicate and record their questions, responses and thoughts, and give reasons for conclusions.
Students participate in a variety of investigations and activities involving problem solving that encourage them to experiment with a range of creative solutions. They begin to reflect on the approaches they use to assist them to form their solutions. They explore ideas creatively; for example, by engaging with new ideas and other perspectives. Students give reasons for changes that may occur in their thinking. They begin to recognise that others may have different opinions and understand that reasoning can be influenced by strong feelings. They begin to question arguments presented to them; for example, those based on the assertion that ‘everybody knows’ or ‘I just know’.
Students develop language to describe specific thinking processes and, with support, use thinking tools to assist them to complete a given task. They continue to reflect regularly on their thinking, learning to describe their thinking processes verbally.

Learning focus
As students work towards the achievement of Level 4 standards in Thinking Processes, they explore aspects of their natural, constructed and social world, wondering and developing questions about it. They use a range of sources of information including observations and findings from their own investigations to answer these questions. Students develop strategies for organising and summarising information and reflecting on their thinking. They begin to categorise knowledge and ideas, identify patterns, and form generalisations. They learn to make connections between both new and established ideas and their own knowledge.
With thinking tools to assist them, students begin to ask more focused and clarifying questions. They develop skills in collecting and organising ideas from a range of...

Reasoning, processing and inquiry
At Level 4, students collect information from a range of sources to answer their own and others’ questions. They question the validity of sources when appropriate. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem solving activities. They provide reasons for their conclusions.

Creativity
At Level 4, students apply creative ideas in practical ways and test the possibilities of ideas they generate. They use open-ended questioning and integrate available information to explore ideas.

Reflection, evaluation and metacognition
At Level 4, students identify strategies they use to organise their ideas, and use appropriate language to explain their thinking. They identify and provide reasons for their point of view, and justify changes in their thinking.
Creativity
As students work towards the achievement of Level 4 standards in Design, Creativity and Technology, they begin to provide input into the development of design briefs. They generate ideas from a variety of sources, and recognise that their designs have to meet a range of different requirements. They learn to make realistic plans for achieving their aims and recognise that they are constrained by the availability of resources. They clarify ideas when asked, and use words, labelled sketches and models to communicate the details of their designs.

- Apply creative ideas in practical ways and test the possibilities of the ideas
- Reflection and evaluation
- Identify and provide reasons for point of view
- Justify any changes in thinking

LEARNING SKILLS TO BE USED AND DEVELOPED TO ENHANCE STUDENT LEARNING

- analysing
- checking
- classifying
- designing
- explaining
- generalising
- hypothesising
- inferring
- interpreting
- locating information
- note taking
- observing
- ordering events
- organising
- persuading
- planning
- predicting
- presenting
- providing feedback
- reflecting
- recording
- revising
- summarising
- testing
- questioning

POWERFUL PROCEDURES USED WITHIN THIS UNIT TO ENHANCE STUDENT LEARNING:

- Jigsaw
- T-chart
- Visual Text
- Frame it
- EGG
- Information
- Retrieval chart (cross T-chart)
- Reflective learning journal
- Cross Classification
- Diamond Rating
- Chart
- PBE
- Venn Diagrams
- Six thinking Hats
- PMI
- Think Chart
- Handy hands
- Strips, bundling
- Freeze Frame
- Graphs
- Mind map
- Concept Map
- Thinkbox
- Topic wheel
- Series line
- Note taking, note making
- Think, Pair, Share
- Think, Wink, Decide
- Criteria
- Synetics
- Talking Drawings
- Brainstorm and Concept Map
- Hot Potato
- Chair chat
- Get the picture
- Wonderings
- KWL
RESOURCES

- **STEPS PROGRAM - THE SEA** - this is a level 2 video however we will adapt it for our grades (VIDEO, AND LESSON PLANS.)
- See tubs to be rotated every 2 weeks for resources.
- Free Willy video.
- Phillip Island map to be copied and placed into pigeon holes.
- Encarta program (please check your computers to see if it is up and running)
- Magic School Bus program (please check your computers to see if it is up and running)
- [http://www.penguins.org.au/06/sec_06_html/sec06_pg01.html](http://www.penguins.org.au/06/sec_06_html/sec06_pg01.html)

**Planned Use of I.C.T within this Unit to Enhance Student Learning:**

**Note taking**
- Encarta as a resource

**Powerpoint presentation**
- using information gained from research

**Note taking**
- [www.sofweb.vic.edu.au/steps](http://www.sofweb.vic.edu.au/steps) (children will classify animals and discover how rock pool animals protect themselves)

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<thead>
<tr>
<th>Phase</th>
<th>Teaching &amp; Learning Experience</th>
<th>Assessment Focus</th>
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<tbody>
<tr>
<td>Assessing Prior Knowledge</td>
<td>Into the Deep Discovery Wall, Children write questions that they would like answered and placed on the wall in the classroom. Brainstorm marine environment</td>
<td>pretest week 8/9 term 2</td>
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<tr>
<td>Tuning In</td>
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<tr>
<td>Week 1</td>
<td>Student will collect newspaper articles relating to marine life and create a bulletin board in</td>
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### Tuning in

- Discuss any changes that have impacted on marine life.
- View the steps video

**LEARNING INTENTION:**

To identify a habitat and its purpose.

**WHAT IS A HABITAT?**

Students draw a picture of their own home and discuss why we need a home. List all the things that your gives you eg water, comfortable bed etc. *(Think, pair, share!)*

Class discussion to share ideas.

Draw a sea creature’s home - what needs does a sea creature have to survive? How does that home meet those needs? *(Think, pair, share!)*

**DEFINITION:** A habitat is a home that meets the needs that enables a sea creature to survive!

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### Finding Out

#### Week 2-6

**Finding Out through shared experiences**

25/26 July States schools spectacular

26/9 - Ned Show Hoop time (basketball – 2 teams)

#### LEARNING INTENTION:

To research information and find out the physical features of your creature and what it needs to survive and live happily in this planet.

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<table>
<thead>
<tr>
<th>Categories of marine environment</th>
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<tbody>
<tr>
<td>Coastlands/dunes</td>
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<tr>
<td>Rockpools/intertidal</td>
</tr>
<tr>
<td>Continental shelf</td>
</tr>
<tr>
<td>Open Ocean</td>
</tr>
<tr>
<td>Deep Ocean</td>
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</tbody>
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- Start Inquiry project
- Discuss procedure and parameters

### Homework Project

Begin week 2-6

- Project - creature from the deep
Set up in books Use key words
Per page

<table>
<thead>
<tr>
<th>Key words- habitat</th>
<th>Notes</th>
</tr>
</thead>
</table>

Define concepts
Habitat features /inhabitants/ Pollution/ Food chains/Man’s use

Marine Mindmapping- [Microsoft Word Document]

Like all living things marine organisms have particular requirements for survival.

- Living things have ways to protect themselves from adverse conditions in their environment.
- Human interventions in marine ecosystems, such as disposal of waste and rubbish affects the survival of living thing

Marine Expo- present project to special friend, family member.
<table>
<thead>
<tr>
<th>Camp</th>
<th>Phillip Island – Penguins, Beach Walk, Sand Castles, (conservation)</th>
</tr>
</thead>
</table>

| week 8/9 | **LEARNING INTENTION:**  
To identify and list the changes that take place that can have an impact on marine life and their habitat.  
THE CHANGES THAT TAKE PLACE EVEN A LONG WAY AWAY FROM MARINE LIFE CAN EVENTUALLY AFFECT THEIR HABITAT. IT ONLY TAKES ONE MEMBER OF THE DELICATE ECOSYSTEM IN A COMMUNITY TO UPSET THE BALANCE.  
Student will collect newspaper articles relating to marine life and create a bulletin board in the classroom. Discuss any changes that have impacted on marine life.  
**CAUSE AND EFFECT ACTIVITY**  
Brainstorm all the things that you see at the beach that have been placed there by people. Discuss and brainstorm the impact of these items on the marine environment. Students will chose one item eg Plastic bag, drink can, shopping trolley etc, and design a flow chart to demonstrate how this item can affect the marine environment.  
Eg. Plastic bag – buried in sand – washed out to sea- small fish gets caught inside and dies – dolphin comes along to eat fish – dolphin dies – baby dolphin is orphaned – baby dolphin has to learn to survive on its own – makes friends with a shark – shark has a lovely dinner! |
|---------|------------------------------------------------------------------|

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<thead>
<tr>
<th>Taking Action</th>
<th>Conservation Brochure- See Literacy Planner</th>
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Projects due 9" of
| Week 8/9 | **Learning Intention**  
To learn to research, locate and record key information and put this into their own words to design a brochure  
To research, design and publish a brochure on a marine creature. Students learn how to note-take and record key information from a range of texts. They then used Microsoft Publisher to complete their brochure.  
Students to complete a Camp Reflection using the Thinking Hats!  
LEARNING INTENTION:  
To use the information we have gained on the cause and effect changes have on marine life and list ways in which we can improve this and take action.  
**Drawing Conclusions/Making Connections:** How can we assist children to “pull it all together”? What curriculum processes would help here? (Art, drama, maths, music?) How can we see if children are making connections |
| Week 9 | September  

<table>
<thead>
<tr>
<th>11/9 Three Way Conferences</th>
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<tbody>
<tr>
<td>17/9 Footy Day</td>
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</table>
| **Reflection**  
**Week 10**  
**LEARNING INTENTION:**  
To identify ways that we can protect the marine environment and its creatures.  
To reflect on what they have learnt and make links between their understandings and their experiences of the real world.  
**Reflection /Action and Related Experiences:** How can we empower children to act on what they have learned? How can we assist children to make links |

| Post test  
revisit and add to pretest using different colour to compare what they have learnt. |
between their understandings and their experience in the "real world"? How can we further children's experiences and understanding about this topic?

How can we challenge their ideas and give them new perspective

What am I still wondering

<table>
<thead>
<tr>
<th>Related Maths</th>
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</thead>
<tbody>
<tr>
<td><strong>Maths Investigation tasks</strong></td>
</tr>
<tr>
<td><strong>Different learning styles activity grid</strong></td>
</tr>
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Microsoft Word Document
A Creature From the Deep Project

There are many marine animals we know a lot about, but new creatures are being discovered all the time. Did you know that there are still many undiscovered creatures under the sea? Humans are unable to dive to the deepest parts of the ocean because it is simply too far and too dangerous.

Imagine you are a scientist who has just discovered a new sea creature. You will need to create a name for it, label its features and write an explanation about:

- Its physical description
- How your creature moves
- How it protects itself
- How and what it eats
- Its habitat
- What dangers does it face?
- Who are its enemies?

This will be your homework for Weeks 2–6
Week 2 – Design your creature, write explanation (draft)
Week 3–4 – Write up your design and explanation on poster paper (good copy)
Week 5–6 – Make a model of your creature

Due Date: Friday 23rd of August end of week 6

Present in week 7– Monday and Tuesday