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| Sustainability & BIODIVERSITY  LEARNING RESOURCE  A map of australia with white text  Description automatically generated | | |
| theBEATS | | info@thebeats.org |

Photos by [David Clode](https://unsplash.com/@davidclode?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText) on [Unsplash](https://unsplash.com/s/photos/australia-ocean?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText)

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| **Acknowledgements** | |
| I would like to acknowledge the many people who have contributed directly to the creation of this unit overview. The work within this program draws on many experiences and input from people that I have worked alongside, community members with passion and expertise and the young people who inspire me each day to be a better teacher.  While it would be impossible to mention everybody, a big thanks to Meredith Lindsay, Susie Bates, Clay Farrar, Samantha McDonald and Naomi Isaacs. There are also countless organisations that support and champion sustainability within NSW schools like Action for Agriculture, Local Land Services, Biodiversity Conservation Trust, The BEATS and Sustainable School NSW.  **Zane Osborn** | |
| On behalf of theBeats, a special thank you to **Zane Osborn**, a passionate Assistant Principal and environmentalist, who made the contents on this learning resource available under creative commons licensing.  Please reach out to theBeats if you are interested in creating sharable environmental learning resources.  Vinod Ralh  theBeats  A red outline of a map  Description automatically generated | |
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| [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) Creative Commons  This license enables reusers to distribute, remix, adapt, and build upon the material in any medium or format for non-commercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms. CC BY-NC-SA includes the following elements:  BY: credit must be given to the creator (theBeats.org and Zane Osborn)  NC: Only non-commercial uses of the work are permitted.  SA: Adaptations must be shared under the same terms. | |  |

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|  | UNIT ONE  THINK GLOBAL | ACT LOCAL  Welcome to this engaging learning resource designed specifically for Year 5 and Year 6 students. This unit encourages students to think globally about the environment, society, and economy while acting locally, with a unique focus on the incredible biodiversity found in Australia. | |  | |

Photo by [Damon Hall](https://unsplash.com/@damodigital?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText) on [Unsplash](https://unsplash.com/s/photos/australia-animals?orientation=landscape&utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText)

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| **Think Global | Act Local** Science and Geography Exploration The unit begins by immersing students in the work of scientists and geographers, with a special emphasis on Australian biodiversity. They'll understand its importance to our planet's health and learn about the crucial balance that exists between various ecosystems. This exploration aligns with the UN Sustainable Development Goals of Life Below Water and Life on Land, encouraging students to make connections between local Australian environments and the broader global context. Threatened & Endangered Species Study Students will engage in a focused study of Australia's threatened and endangered animal species. They'll choose one species to research in depth, uncovering its unique habitat, the threats it faces, and its role within Australia's ecosystem. This promotes not only biological understanding but also a sense of responsibility and empathy towards our native wildlife. Art-Based Awareness Campaign The unit culminates in a creative, visual art campaign. Students will apply their newfound knowledge to raise awareness about their chosen Australian species within their local community. This fun project encourages effective communication about environmental issues and challenges students to make a difference in their own backyards.  The "Think Global, Act Local" unit aims to not only inform students about Australian environmental issues, but to inspire them to actively participate in their communities. Our goal is to foster a deep connection to the unique Australian environment and motivate students to contribute to a sustainable future for our precious native species. | |
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| Photo by [David Clode](https://unsplash.com/@davidclode?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText) on [Unsplash](https://unsplash.com/s/photos/australia-owl?orientation=landscape&utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText) | |  |
| Introduction to UN Sustainable Development Goals: Life Below Water and Life on Land As we embark on our journey exploring Australia's biodiversity, it's essential to understand our place within the larger global context. The United Nations Sustainable Development Goals (SDGs) provide us a framework for this, specifically "Life Below Water" (SDG 14) and "Life on Land" (SDG 15).   |  |  | | --- | --- | | A blue square with white text and a fish and waves  Description automatically generated | [Life Below Water](https://sdgs.un.org/goals/goal14) (SDG 14) focuses on conserving and sustainably using the oceans, seas, and marine resources. Australia, with its rich marine biodiversity, including the world-renowned Great Barrier Reef, plays a significant role in this global goal. | | A bird with a branch on a mallet  Description automatically generated | [Life on Land](https://sdgs.un.org/goals/goal15) (SDG 15) emphasizes the protection, restoration, and sustainable use of terrestrial ecosystems. It aims to manage forests sustainably, combat desertification, halt and reverse land degradation, and halt biodiversity loss. Australia's diverse landscapes, from rainforests to deserts, hold a unique place in fulfilling this goal. |   By understanding these goals, students will see how their local actions in Australia can contribute to global sustainability efforts. This understanding is the first step in our journey to "Think Global, Act Local". | |  |

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| LEARNING OUTCOMES (FROM WORD) By the end of this unit a student:  **Science and Technology**  **ST3-1WS-S:** Plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions.  **ST3-3DP-T:** Defines problems, and designs, modifies and follows algorithms to develop solutions.  **ST3-4LW-S:** Examines how the environment affects the growth, survival and adaptation of living things.  **Geography**  **GE3-1:** Describes the diverse features and characteristics of places and environments.  **GE3-2:** Explains interactions and connections between people, places and environments.  **GE3-3:** Compares and contrasts influences on the management of places and environments.  **GE3-4:** Acquires, processes and communicates geographical information using geographical tools for inquiry.  **Creative and Performing Arts**  **VA3.1:** Investigates subject matter in an attempt to represent likenesses of things in the world.  **VA3.2**: Makes artworks for different audiences assembling materials in a variety of ways.  **English**  **EN3-OLC-0:** Communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding.  **EN3-CWT-01**: Plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language. |
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| LEARNING OUTCOMES (FROM PPT) By the end of this unit a student:  **Science and Technology**  **ST3-4LW-S:** Examines how the environment affects the growth, survival and adaptation of living things.  **Geography:**  **GE3-2** Explains interactions and connections between people, places and environments.  **Creative and Performing Arts:**  **VAS3.1** Investigates subject matter in an attempt to represent likenesses of things in the world.  **VAS3.2** Makes artworks for different audiences assembling materials in a variety of ways.  **VAS3.4** Communicates about the ways in which subject matter is represented in artworks.  **English:**  **EN3-OLC-01** Communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding.  **EN3-CWT-01** Plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language. |
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| TERM PLAN  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **1** | **2** | **3** | **4** | **5** | | Launch | Changing Environments | Endangered Species | Art Task 1:  Paper | Art Task 1:  Paper | | Concepts | Survival of living things | Independent Inquiry | Independent Inquiry | Independent Inquiry | | Conservation Champions |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **6** | **7** | **8** | **9** | **10** | | Art Project 2: Sculpture | Art Project 2: Sculpture | Art Project 2: Sculpture | Preparations for Art Show Paper | Art Show | | Presenting Research |  |  |  |  | | |

## 

### Investigation Focus

Students will delve into several key areas of study, including:

**Sustainability Across Spheres:** They will explore the interplay between environmental, economic, and social sustainability, understanding the need for balance between these areas.

**Species at Risk:** A close examination of endangered and threatened species will expose students to the realities of biodiversity loss and the need for conservation efforts.

**Life Cycle Study:** Students will investigate the features and life cycle of a selected species of flora or fauna, gaining insight into the intricate biological processes that shape life on Earth.

**Community Advocacy:** Students will learn about the power of collective action and the strategies used to inform, persuade, and rally community support for a cause.

### Essential Questions

During this unit, students will grapple with a series of thought-provoking questions:

**Understanding Sustainability:** What does it truly mean to be sustainable, and how can we strive for it in our daily lives?

**Environmental Study Methods:** How do scientists and geographers study the environment, and why is their work so vital to our understanding of the world?

**Communication for Change:** How can we effectively inform and persuade people to take action for environmental causes?

**Environment and Lifestyle:** How does our environment shape the way we live, work, and play?

### Future Action

The ultimate aim of this unit is to instil in your students an awareness of their role in sustaining our world. They will learn how scientific and geographic thinking can inform sustainable practices, and they will acquire skills in recording and sharing scientific information. As they develop a curiosity about biodiversity, students will begin to identify themselves as global citizens who can positively impact our shared future.

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| LEARNING SEQUENCE | |
| **LEARNING SEQUENCE 1** | |  |

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| |  |  |  | | --- | --- | --- | | Title | Intention | Learning Activity | | **Concepts** | Students will explore the vocabulary associated with this unit of work | Students are to work through the concepts and begin orientating themselves with the unit of work. Working in pairs, students can practice saying the word and then investigating the definition, synonyms, and etymology of the words. These words can be added to their vocabulary journals via google classroom. | | **Biodiversity** | Your students will consider the concept Biodiversity and understand why the conservation of a healthy ecosystem is important to the prosperity. | Delivery of Conservation Champions program run by NSW Biodiversity Conservation Trust (Free). Lesson delivered by Petaurus Science Education (Caitlin Lawrence)  **Conservation Champions is** a free education project run by the Biodiversity Conservation Trust with the help of Petaurus Education Group.  The project includes curriculum-linked class lessons, excursions, resources and professional development opportunities for NSW schools, providing regional students with the opportunity to learn about the importance of biodiversity conservation across a range of different landscapes.  Elements of the project aim to connect motivated students to a champion landholder who is promoting biodiversity conservation, as well as scientific experts in biodiversity and sustainable agricultural practices.  [Biodiversity Conservation Education Program](https://www.bct.nsw.gov.au/education#schools_2221) | | **Making plans to create a sculpture** | Students will begin preparations for the end of term art exhibitions. | Explain to students that at the conclusion of the unit they will create a piece of artwork that will help raise awareness of the sustainability issue they research.  Ask students to start bringing in items like tin cans, milk bottle tops and or any other “scrap/junk” items that might be good for building a sculpture.  *We made owls using tin cans and milk bottle tops which worked out great. However, the art work you choose to create may impact the items you request students to bring in.* | |
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| **LEARNING SEQUENCE 2** |  |

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| |  |  |  | | --- | --- | --- | | Title | Intention | Learning Activity | | **Changing Environments Over Time** | Your students will consider changes to the environment over time. | Present and explore data and information which presents how our environment has changed over time.  <https://sdgs.un.org/goals/goal15>  <https://sdgs.un.org/goals/goal14> | | **The Survival Of Living Things** | Your students will conduct an experiment to work out the conditions that yeast needs to survive. | Plan and conduct a fair test to show the conditions needed for a particular plant or animal to grow and survive in its environment.  Describe how changing physical conditions in the environment affect the growth and survival of living things.  This link has suggested experiments that could be used.  <https://www.plt.org/educator-tips/easy-plant-science-experiments-for-the-classroom/> | |  |  |  | |

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| **LEARNING SEQUENCE 3** |  |

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| |  |  |  | | --- | --- | --- | | Title | Intention | Learning Activity | | **Endangered and Threatened flora/fauna** | Students learn about what plant and animal species are endangered or threatened in their local area. | Start by exploring what an endangered species is and look more broadly at a national level.  <https://www.natureaustralia.org.au/what-we-do/our-priorities/wildlife/wildlife-stories/australias-endangered-animals/>  Then investigate more specifically which plants and animals are endangered/threatened in your local area. Reach out to your Local Land Services for support and resources (they often have a dedicated education officer in your region that can assist)  <https://www.lls.nsw.gov.au/>  Finally ask each student to select a plant or animal that they would like to know more about. You can make a decision as a class or leave it up to each student. The choice will impact the art work and independent inquiry later in the unit.  Other useful resources:  <https://www.environment.gov.au/cgi-bin/sprat/public/publicthreatenedlist.pl>  <https://hiddenvalewildlife.uq.edu.au/species#qt-species_tabs-foundation-tabs-2>  <https://www.environment.nsw.gov.au/topics/animals-and-plants/threatened-species> | | **Assessing the credibility of sources** | Students will learn to evaluate sources of information for credibility and reliability. | Take a look at one of the previously listed websites or one of your own choosing and then using appendix 1 (attached), guide students through the scaffold that can be used to assess a source’s reliability. | | **Planning An Independent Inquiry** | Students will practise the skills of questioning, research and working independently as they conduct an inquiry into an endangered animal or plant.  \**The Independent inquiry will form part of the assessment of learning* | Students consider a topic that has been explored in this unit, e.g. sustainability, conservation or it could be more specific like the conservation of a particular species.  **Step 1** – create T chart (see appendix 2) and one side ask students to make a list of all the things they know about the topic and on the other make a list of things they wonder about the topic.  **Step 2** – looking at the things in the ‘wonder’ column students then can create a series of questions which they could potentially ask an expert to help give them answers.  **Step 3** – Use the questions to drive student research into their chosen topic.  **Step 4** - Identify and locate a range of relevant sources to support an inquiry. Analyse and use sources, using evaluation scaffold to assess the credibility  (*Allow time over several lessons to conduct the inquiry)* | |  |  |  | |

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| **LEARNING SEQUENCE 4** |  |

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| |  |  |  | | --- | --- | --- | | Title | Intention | Learning Activity | | Art Task 1 |  |  | | **Art Task 1 – Zentangle** | Students will learn how to use lines and patterns to create an intricate artwork. | Zentangle - is a style of doodling/drawing that allows you to create intricate designs by completing small areas of patterns. We call these patterns, tangles. You create tangles with combinations of lines.  Explore this technique and allow students to create an artwork using the style. See appendix 3 for sample using owls.  <https://zentangle.com/> | | **Conducting An Independent Inquiry** | students will practise the skills of questioning, research and working independently as they conduct an inquiry into an endangered plant or animal  \*The Independent inquiry will form part of the assessment of learning | See and follow steps outline in Learning sequence 3 | |  |  |  | |

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| **LEARNING SEQUENCE 5** |  |

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| |  |  |  | | --- | --- | --- | | Title | Intention | Learning Activity | | Art Task 1 - completion | Students will learn how to use lines and patterns to create an intricate artwork. | Zentangle - is a style of doodling/drawing that allows you to create intricate designs by completing small areas of patterns. We call these patterns, tangles. You create tangles with combinations of lines.  Explore this technique and allow students to create an artwork using the style. See appendix 3 for sample using owls.  <https://zentangle.com/> | | Conducting An Independent Inquiry | Students will practise the skills of questioning, research and working independently as they conduct an inquiry into an endangered plant or animal  \**The Independent inquiry will form part of the assessment of learning* | See and follow steps outline in Learning sequence 3 | | Ask an Expert | Connect students with experts in the field of study. | Make arrangements with someone like Local Land Services, a nearby university or you might even have a parent/family member who might be willing to come in and share their knowledge on a particular vulnerable species or more broadly speak about conservation and biodiversity. This could be done face to face or via an online platform over a video link.  Provide students with time to develop some specific questions for the expert speaker and or they may also like to use the questions they developed while planning their independent inquiry. | |  |  |  | |

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| **LEARNING SEQUENCE 6** |  |

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| |  |  |  | | --- | --- | --- | | Title | Intention | Learning Activity | | Art Project 2 | Students will investigate and appreciate art that has been created to raise awareness of endangered animal/sustainability issue.  \**The artwork will form part of the assessment of learning* | Explain to student that art has been used to communicate important messages about all manner of topics. Art can be thought provoking and connect with people emotionally therefor providing a good vehicle to reach an audience stimulate discussion and even action.  Show students some local and international examples of when art was used to raise awareness of environmental issues. The Hello Koala and The Water Tank Project are both good examples of local people making contribution to the UNSDG through art.  <https://www.hellokoalas.com/about/>  <https://www.supatank.com.au/water-tanks-take-spotlight-new-york-city/>  After researching these projects students can take a moment and consider and answer some reflective questions like; What was the project trying do? What inspired the project/artwork? What key messages were the artwork attempting to communicate? Who was the audience for the artwork and what has been the response? What was the impact of the artwork. | | Planning an Art Exhibition | Make preparations to host a classroom exhibition. | Select a date and time for the end of term when students can showcase their work to family members. Book spaces and send out invitations. | | Planning to present research | Students will consider the best way to present the different types of information that they have researched.  \**The Independent inquiry will form part of the assessment of learning* | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience  Represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate | |  |  |  | |

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| **LEARNING SEQUENCE 7** |  |

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| |  |  |  | | --- | --- | --- | | Title | Intention | Learning Activity | | Art Project 2 | Students will create a plan for their artwork. | Explain to students what a sculpture is and provide examples.  Provide student with a scaffold or blank piece of paper. Also allow them to explore, feel and play with the recycled resources they have bought from home and start planning/experimenting what they might create.  These steps are open to student interpretation, and it should be remembered that the process of making art is just as important as the end result. | | Planning to present research | Students will consider the best way to present the different types of information that they have researched.  \**The Independent inquiry will form part of the assessment of learning* | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience  Represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate | |  |  |  | |

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| **LEARNING SEQUENCE 8** |  |

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| |  |  |  | | --- | --- | --- | | Title | Intention | Learning Activity | | Art Project 2 | Students will create their sculpture.  \**The artwork will form part of the assessment of learning* | Students will work to complete their sculpture based around the planning they have done. Depending on what you are creating, you may like to scaffold this by working through a step-by-step process. Its important that students are given the chance to individualised their sculptures. | | Planning to present research | Students will consider the best way to present the different types of information that they have researched.  \**The Independent inquiry will form part of the assessment of learning* | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience  Represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate  *When I completed this step I allowed students some autonomy in how they presented their information. Some students created information reports, some wrote persuasive arguments as to why owls must be protected and other created a narratives and folk tales about owls.* | |  |  |  | |

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| **LEARNING SEQUENCE 9** |  |

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| |  |  |  | | --- | --- | --- | | Title | Intention | Learning Activity | | Art Project 2 | Students will finalise their sculpture.  \**The artwork will form part of the assessment of learning* | Students will work to complete their sculpture based around the planning they have done. Depending on what you are creating, you may like to scaffold this by working through a step-by-step process. Its important that students are given the chance to individualised their sculptures. | | Artist statement | Students will write an artist statement.  *\*The artwork will form part of the assessment of learning* | Students will write a statement that helps viewers to understand, what they have created, how they have created it and why they have created.  See appendix 4. | | Planning to present research | Students will finalise the presentation.  \**The Independent inquiry will form part of the assessment of learning* | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience  Represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate | |  |  |  | |

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| **LEARNING SEQUENCE 10** |  |

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| |  |  |  | | --- | --- | --- | | Title | Intention | Learning Activity | | Art exhibition | Students will present their artwork. | Set up the classroom or school hall with all the sculptures as an art exhibition. | | Presentation of research | Students will present their research. | Depending on how students have presented their research, they will need to publish and present as part of the art exhibition/classroom show case. | | Unit reflection | Students will reflect on their work and provide feedback on the unit of work. | Using sentence stems, students can complete a simple but effective reflection on the unit of work.  See appendix 5 | |

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| ASSESSMENT TASK OVERVIEW | |
| This three-part task engages students with one of Australia's threatened owl species. They will research the species' characteristics and threats, synthesize findings into a well-analysed report, and create an artwork for a class-wide awareness campaign, emphasizing the importance of biodiversity. | |  |
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| |  |  | | --- | --- | | Task | Learning Activity | | **Research** | Select one of the threatened owl species and thoroughly investigate it. Compile your findings, focusing on its unique characteristics and habitat, the specific threats that it faces, and its current status as a threatened species. | | **Report** | Report: Based on your research, write an information report that:   * **Outlines** the distinct features and characteristics of the owl, as well as its habitat. * **Analyses** the primary threats that have most significantly impacted the owl, along with its status as a threatened species. * **Communicates** these key insights in an engaging and sophisticated manner, ensuring that the information is both informative and captivating for readers. | | **Respond** | Create an artwork as a part of a collaborative class campaign aimed at raising awareness for the selected threatened owl species. Your artwork should visually communicate the importance of maintaining biodiversity and resonate with the need to protect this unique and fragile aspect of our ecosystem. | |

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| MARKING RUBRIC  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Area** | **5** | **4-3** | **2** | **1** | **0** | | **Research** | Extensive research, strongly supported by evidence, used to underscore main ideas and themes in writing and artwork. A cause-and-effect relationship is clearly identified and articulated. | Research is evident, and facts vividly illustrate the issue, enhancing the artwork. A cause-and-effect relationship is identified. | Some accurate research conducted and recorded with partial linkage to writing and artwork. Cause and effect relationship is not made explicit. | Inaccurate or minimal research recorded. Minimal or irrelevant use of facts in writing and artwork. | No research or planning evident. | | **Writing** | Uses a variety of sentence structures and correctly selects and spells subject-specific words. | Uses diverse sentence structures with good spelling of most simple and difficult words. | Sentences are mostly correct. All simple words are spelled correctly. | Some sentence structure is evident, with attempts to spell accurately. | Only symbols or drawings present. | | **Impact** | Analyses key features of the threatened species and its habitat; also analyses key environmental changes leading to the species survival being threatened. | Describes key features of the threatened species and its habitat.  Describes some changes to the environment and suggests some possible reasons for the impact.  Describes key features of the threatened species and its habitat; describes some changes to the environment and suggests possible reasons for the environmental impact. | Lists features of the threatened species and its habitat; outlines some environmental changes. | Briefly outlines features of the threatened species and its habitat. | No attempt made to outline the species or its environment. | | **Artwork** | Investigates the subject matter and expertly represents the species for an awareness campaign; justifies creative choices and their effects. | Research subject matter and represents the species for an awareness campaign; communicates clearly about the artwork's intended impact. | Understands subject matter and recreates features of the species to a reasonable level; describes main features of the artwork. | Understands subject matter but only recreates the species' features to a basic level. | Unfinished artwork | | Overall Score | |  |  |  |  | |  | /20 |  |  |  |  | | |

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| Appendix 1. Is it credible? | |
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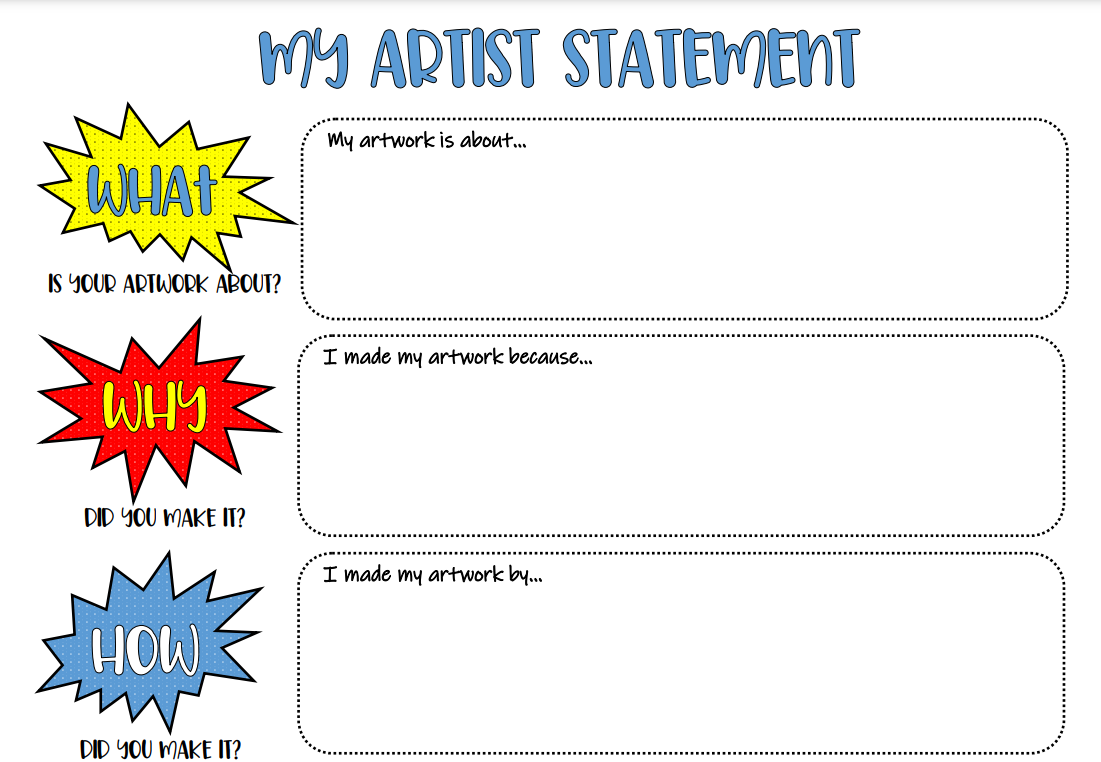
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| Appendix 1a. Critically evaluating a web source | |
| |  |  | | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | Website evaluation | Student responses | | Name of site: |  | | Site author(s): |  | | Credentials of the author(s): |  | | Purpose of site: |  | | Is the site regularly updated? |  | | Does the site use credible references?  How do you know? |  | | Is the site affiliated with other credible organisations? |  | | Do the links work?  Do they take you to reliable sources? |  | | Can you contact the site’s authors easily? |  | | What else do you notice about the site?  URL address, use of language devices… |  | | When you look at other credible sources of information, what do they suggest about the information on this site? |  | | Are there obvious omissions from this  site? (Evidence missing, only one side presented.) |  | | Is this site a reliable source of information? Why/why not? |  | | | |
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| Appendix 2. WHAT I KNOW AND WONDER | |
| |  |  | | --- | --- | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | What I know | What I wonder | |  |  | |  |  | | | |
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*Appendix 3*

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| Appendix 4. MY ARTS STATEMENT | |



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| Appendix 5. LEARNING REFLECTIONS | |

During this unit of work, somethings I have learnt include…

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I am proud of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because…

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If I could change one thing, it would be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because…

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Next time, I would like to…

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