Writing and HSIE
Combined Unit
Term 2 2015
Stage 3 Rainforest Integrated Unit - Writing and HSIE

Duration 6 weeks

It is expected that each lesson (comprising of both a HSIE and a literacy focus) will run between 60-80 minutes depending on your class and how much time you are going to spend on the speaking and listening aspect.

### Focus:

**Speaking and Listening**

EN3-1A communicates effectively for a variety of audience and purposes using increasingly challenging topics, ideas, issues and language forms and features

- use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)
- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

**Reading and Viewing**

EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

- understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)
- analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
- recognise how grammatical features help to build meaning in texts, including reference links and adverbial and adjectival phrases
- select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example, table of contents, glossary, chapters, headings and subheadings (ACELY1712)
- comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)
- recognise how aspects of personal perspective influence responses to text
- summarise a text and evaluate the intended message or theme
- analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts
## Writing and Representing

**EN3-2A** composes, edits and presents well-structured and coherent texts.

- experiment and use aspects of composing that enhance learning and enjoyment
- explore and analyse the effectiveness of informative and persuasive devices in texts
  - 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 (ACELY1704, ACELY1714)
  - understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration
- compose imaginative and informative texts that show evidence of developed ideas
- compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues
  - present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)
  - use increasingly complex research data from print and digital sources to compose short and sustained texts
  - assess the reliability of resources, including digital resources, when researching topics
  - reread and edit students' own and others' work using agreed criteria, and explaining editing choices (ACELY1705, ACELY1715)

## Spelling

**EN3-4A** draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.

- integrate a range of spelling strategies and conventions to accurately spell most words, including words of many syllables, when composing imaginative and other texts

## Grammar, Punctuation and Vocab

**EN3-6B** uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies.

- understand that language is structured to create meaning according to audience, purpose and context
- understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts
- experiment using a range of language features, eg connectives, topic sentences, active and passive voice and nominalisation

## Think Imaginatively and Creatively

- identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)
- understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive
| **EN3-7C** thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts | purposes and effects (ACELA1518) *
|---|---|
| **Expressing Themselves** | • make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)
• understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) **
• identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608) **
identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations
• clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) **
| **Reflecting On Learning** | reflect on own learning achievements against specific criteria
identify selections of own writing that they believe reflect their growth and competence as writers
formulate questions for specific purposes, eg to clarify and reflect **
discuss and reflect on the roles and responsibilities when working as a member of a group and evaluate the benefits of working collaboratively with peers to achieve a goal
describe how skills in speaking, listening, reading/viewing and writing/representing contribute to language development
| **Responding and Composing** | discuss how the intended audience, structure and context of an extended range of texts influence responses to texts
• investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797) **
• understand the uses of objective and subjective language and bias (ACELA1571) **
compose more complex texts using a variety of forms appropriate to purpose and audience
recognise the techniques used by writers to position a reader and influence their point of view
consider and develop sustained arguments and discussions supported by evidence **
<table>
<thead>
<tr>
<th>History K-10</th>
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<tbody>
<tr>
<td>› HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia</td>
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<tr>
<td>› HT3-2 describes and explains different experiences of people living in Australia over time</td>
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<tr>
<td>› HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society</td>
<td></td>
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<tr>
<td>› HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples</td>
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<tr>
<td>› HT3-5 applies a variety of skills of historical inquiry and communication</td>
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The following historical concepts are to be taught throughout Stage 3:

- **Continuity and change**: some things change over time and others remain the same, eg aspects of both continuity and change in Australian society throughout the twentieth century.
- **Cause and effect**: events, decisions or developments in the past that produce later actions, results or effects, eg events and other reasons that led to migration to Australia, reasons for the struggle for rights and freedoms for various groups in Australia.
- **Empathetic understanding**: an understanding of another’s point of view, way of life and decisions made in a different time, eg differing attitudes and experiences of living in an Australian colony; understanding the experiences of Aboriginal and Torres Strait Islanders, women and migrants throughout the twentieth century.

The following historical skills are to be taught throughout Stage 3:

**Analysis and use of sources**
- locate information relevant to inquiry questions in a range of sources (ACHHS102, ACHHS121)
- compare information from a range of sources (ACHHS103, ACHHS122)

**Empathetic understanding**
- explain why the behaviour and attitudes of people from the past may differ from today

**Research**
- identify and pose questions to inform an historical inquiry (ACHHS100, ACHHS119)
### Best Start Clusters

#### Reading Texts

| Cluster 11 | * Reads for sustained periods (20-30 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days.  
* Confidently engages with a wide range of authentic texts, e.g. newspapers, TV documentaries, websites and chooses reading pathways appropriate to the purpose for reading/viewing.  
* Monitors reading for accuracy and meaning and adjusts reading when difficulties are encountered, e.g. adjusts speed, rereads and attends to most important information.  
* Manipulates multiple texts that include a variety of purposes and modes to locate information for a specific purpose.  
* Uses text navigation skills such as skimming and scanning to efficiently locate specific information in literary, factual and electronic texts. |
| Cluster 12 | * Reads increasingly longer novels and subject texts using a range of effective word identification strategies to maintain meaning.  
* Reads, views and uses a wide variety of literary and factual, print and electronic texts with increasing autonomy, e.g. extended novels and information texts, video documentaries, multimedia and performance texts, graphic material.  
* Reads more demanding subject texts that have increasing levels of technicality and abstraction.  
* Monitors reading for accuracy and meaning selecting and using appropriate higher order word identification skills such as knowledge of word origins and analogy.  
* Confidently adjusts the chosen reading/viewing pathway to achieve the intended purpose in literary and factual, print, electronic and multimodal texts. |
| Cluster 13 | * Reads for sustained periods (30+minutes) and maintains meaning in longer texts or across a variety of texts on a single topic over time.  
* Adjusts reading rate appropriate to subject content and purpose.  
* Applies technical vocabulary and content knowledge to create meaning when reading subject texts of increasing abstraction.  
* Selects and reads texts in ways that best meet requirements of task.  
* Uses multiple reading pathways in a range of complex texts to locate and assemble information.  
* Applies and further develops monitoring and self-correcting strategies in subject contexts.  
* Applies and further develops fluent and expressive reading skills in subject contexts. |

| Cluster 14 | * Reads a wide range of increasingly complex subject texts for sustained periods.  
* Selects suitable reading pathways to engage with new content.  
* Identifies multiple purposes for which texts are constructed. |
| Cluster 15 | * Independently selects and reads an increasing volume and range of complex texts.  
* Strategically navigates texts with speed and efficiency. |
| Cluster 16 | * Strategically navigates an extensive volume of texts for a complex task. |

#### Comprehension

| Cluster 11 | * Analyses and evaluates the ways that inference is used in a text to build understanding.  
* Re-examines sections of texts for evidence to support interpretations and opinions.  
* Evaluates a personal interpretation of a text by critically re-examining evidence within the text.  
* Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text.  
* Analyses texts to explain and compare how audience, purpose and context influence texts.  
* Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented.  
* Analyses and responds to language and grammatical techniques used to influence an audience.  
* Analyses and compares how information and ideas are presented in a range of texts on the one topic. |
| Cluster 12 | * Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence.  
* Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations.  
* Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented.  
* Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented.  
* Interprets texts by identifying and discussing multiple purposes within the same text.  
* Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic.  
* Analyses texts to compare how language structures and features are used to position readers and viewers.  
* Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic. |
| Cluster 13 | * Applies comprehension strategies and skills including predicting, visualising, summarising, monitoring, questioning and making connections, to make meaning in subject contexts.  
* Explores, analyses and responds to ideas in imaginative, informative and persuasive texts.  
* Judges the value or effectiveness of texts according to their purpose and subject matter.  
* Interprets and responds to points of view in texts with an awareness of underlying social, cultural and/or historical values.  
* Identifies different interpretations of and perspectives in texts.  
* Analyses and evaluates how texts are shaped by purpose, audience and context.  
* Identifies an author’s point of view with textual evidence.  
* Draws on knowledge of familiar types of text relevant to subjects to facilitate understanding of new texts.  
* Identifies and infers the meaning of imagery and symbolism in spoken, written, visual and multimodal texts.  
* Analyses and evaluates the impact of visual images on the meaning of texts.  
* Locates and synthesises information to draw conclusions from a variety of sources. |
| Cluster 14 | * Consolidates an increasing repertoire of comprehension strategies.  
* Draws on widening personal and textual experience and knowledge to make meaning of texts.  
* Interprets texts that present challenging ideas and issues.  
* Makes bridging inferences by linking pronouns, synonyms and other cohesive devices to clarify and build meaning. |
| Cluster 15 | * Recognises, articulates and reflects on effectiveness of strategies used to enhance comprehension.  
* Makes reasoned inferences based on implicit information (including causal and temporal relationships).  
* Explains how and why alternative interpretations of texts are developed by particular groups of people. |
| Cluster 16 | * Examines different perspectives on complex issues within and between texts.  
* Explains how interpretations of texts are shaped by social, cultural and/or historical contexts.  
* Explores and examines alternative interpretations of texts. |
**Cluster 11: Aspects of Writing**

- Writes coherent, structured texts for a range of purposes and contexts.
- Deliberately structures language in a way that creates a more cohesive narrative, imaginative, informative and persuasive texts.
- Shows awareness of accurately acknowledging sources in relevant texts.
- Refines writing in response to feedback.
- Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative, emotive, and colloquial.
- Uses topic sentences and appropriately organises main and subordinate ideas.
- Experiments with using complex punctuation to engage the reader and achieve purpose.
- Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words.
- Writes fluently with appropriate size, slope and spacing.
- Uses word processing programs confidently and accurately, integrating various functions.
- Plans and designs more complex multi modal texts.

**Cluster 12**

- Writes sustained texts for a wide range of purposes.
- Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience.
- Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation.
- Critically reflects on effectiveness of own/others writing and seeks and responds to feedback from others.
- Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience.
- Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses.
- Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses.
- Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables.

**Cluster 13**

- Creates well-structured and sequenced texts for imaginative and persuasive purposes.
- Chooses aspects and combinations of texts to suit particular purposes and audiences.
- Creates and develops ideas to explore a concept or theme.
- Uses paragraphing to structure information and partition events and ideas.
- Intentionally constructs a variety of sentence types including complex sentences for effect.
- Creates texts with appropriate design, layout and graphics.
- Self-regulates spelling and applies spelling knowledge and strategies to spell complex, subject specific vocabulary.
- Uses correct and appropriate punctuation to support meaning.
- Uses a range of editing strategies to improve clarity and consistency of style.
- Uses legible, fluent handwriting style.

**Cluster 14**

- Creates texts that incorporate substantial, elaborated ideas and themes.
- Uses, monitors and reflects on planning strategies to enhance the effectiveness of a text.
- Tailors writing in response to audience, purpose and context.
- Identifies and explores different perspectives and points of view.
- Demonstrates coherency by using a variety of devices that support readers to link ideas and establish relationships.
- Selects sophisticated grammatical structures to enhance quality of writing.
- Creates and manipulates texts that integrate different modes.
- Makes deliberate language choices for greater precision and technicality.
- Uses a range of complex punctuation to support clarity and precision of meaning.
- Correctly references resources.

**Cluster 15**

- Creates a range of coherent texts for imaginative, informative and persuasive purposes.
- Explores challenging ideas and ethical dilemmas.
- Uses sophisticated grammatical features to express complex ideas and concepts.
- Constructs texts that have a variety of well developed, effective sentences for clarity and coherence.
- Manipulates language features and structures to suit context.
- Applies knowledge of word origins to spell unknown words.
- Uses complex punctuation strategically for effect.
- Efficiently revises, edits and proofreads texts to enhance accuracy and quality.

**Cluster 16**

- Creates sustained texts that develop complex themes, concepts and ideas.
- Adapts and innovates on familiar text forms to create distinctive texts.
- Constructs considered arguments that explore and analyse a range of different perspectives on complex and challenging topics.
- Strategically selects from a range of resources to create multimodal texts that incorporate sophisticated design features.
- Demonstrates control of sophisticated language features and structures.
- Cites references using conventions appropriate for purpose.
### Speaking

**Cluster 11**
- Appropriately questions the viewer idea put forward, and expresses disagreement with sensitivity to the perspective of others.
- Uses multimedia to enhance meaning when communicating ideas and information to others.
- Discusses the use of different registers for different purposes, audiences and contexts.
- Logically develops arguments and points of view when planning more formal oral texts such as speeches and debates.
- Uses active listening strategies such as rephrasing ideas and clarifying and repairing breakdowns in communication.

**Cluster 12**
- Effectively sustains a point of view throughout a discussion or debate, drawing on a range of sources to provide justification.
- Analyses, synthesises and evaluates the views and reasons put forward by others.
- Plans, rehearses and makes adjustments to oral presentations for specific purposes and audiences.
- Refines and expands active listening strategies to include strategies such as challenging others ideas, providing feedback and support for others.
- Listens attentively to more lengthy and challenging spoken and multimodal texts to gather and evaluate key information.

**Cluster 13**
- Expresses opinions to others with increasing confidence.
- Draws on oral techniques for effective presentations.
- Makes appropriate use of visual and multimodal elements to support presentations.
- Reflects on and refines own spoken language to suit purpose, audience and context.
- Uses talk to explore understandings of new concepts, ideas and issues.
- Analyses and discusses the structures and features of spoken texts in subject contexts.
- Collaborates effectively in pair and group work when exploring subject content, concepts and ideas.
- Asks relevant clarifying questions.
- Listens critically to spoken texts to discuss and support opinions based on evidence in the text.

**Cluster 14**
- Identifies opinions offered by others, proposes other relevant viewpoints and extends ideas in a constructive manner.
- Plans, rehearses and revises oral presentations.
- Explains how a spoken text has influenced their thinking.
- Adjusts delivery of spoken texts in response to audience reactions and expectations.
- Uses oral techniques effectively to influence audiences.
- Uses formal language to construct spoken texts for particular purposes and audiences.
- Applies appropriate protocols for participation in group work and discussions.
- Explains and evaluates the effects of a spoken text on the audience.

**Cluster 15: Aspects of speaking**
- Critically responds to spoken texts using evidence to justify interpretations.
- Engages and appeals to audience by using language devices.
- Uses appropriate and relevant terminology when discussing issues, ideas, opinions.
- Synthesises arguments in a discussion to confirm, reject or alter personal opinion.
- Listens to and interprets increasingly complex spoken texts on challenging issues and abstract concepts.

**Cluster 16**
- Convincingly expresses point of view to persuade or influence audiences.
- Effectively selects language to establish and develop relationship with audience.
- Plans, researches, rehearses and delivers oral presentations on complex issues in a range of contexts.
- Creates coherent spoken texts for both informal and formal contexts for particular purposes and effects.
- Chooses from a repertoire of oral techniques to engage audience and enhance message.
- Recognises that language can include or marginalise groups of people.
- Evaluates self and peer contributions and participation in collaborative activities.
- Listens to, identifies and challenges attitudes, biases and assumptions in spoken texts.

### Assessments

**Speaking and Listening:** Weeks 9-10
- Students present a news bulletin to the class about Rainforests researched in previous lessons. This can be filmed on the iPads.

**Writing and Representing:** Week 8
- Letter to a newspaper to support/oppose the logging of a rainforest.

**HSIE Week 8**
- Students complete an assessment based on learning experiences over the 6 week program.
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<th>Week 3</th>
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<tr>
<td><strong>Lesson</strong></td>
<td><strong>HSIE</strong></td>
<td><strong>Writing</strong></td>
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<td><strong>one</strong></td>
<td>Students complete a procedure to create their own rainforests. This can be done independently, in small groups or as a whole class. Students follow the procedure (teachers should have the bottles pre-cut as this is a safety issue) and plant their own different plants. <strong>Resources:</strong> Bottle (enough for the groups you want), soil, seeds, procedure worksheet.</td>
<td>Students take opportunities each few days (or when changes occur) to write a diary documenting the changes to their rainforests.</td>
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<td></td>
<td><strong>1.</strong> Student's research what is a rainforest identify the two main types of rainforests. <strong>2.</strong> Students split the blank page of their book into four sections.</td>
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<td><strong>2.</strong> Students sketch a picture of the rainforests levels in their HSIE book. Students start with the forest floor and work their way up the layers to the emergent layer at the top. <strong>Resources:</strong> Week3Lesson1.notebook</td>
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<td><strong>two</strong></td>
<td>Students use iPads/whole class research on IWB to identify the two main areas of the world (the northern and southern hemisphere) and describe what separates each of these (the equator). Students use an atlas to locate where rainforests are found. <strong>Resources:</strong> Week3Lesson2.notebook, map of the world.</td>
<td>Recap yesterday's lesson regarding the different types of rainforests and where they are located. Using the list of rainforests on the Notebook file, students plot these on their map along with the equator and tropics. Students choose two rainforests and write a paragraph about what type of rainforest they believe it is (tropical or temperate) and why, based on its location and what they read yesterday. <strong>Learning Intention:</strong> We are learning to describe parts of</td>
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Students research the climate of the two types of rainforests with particular focus on how the plants and animals survive within these forests. Discuss student findings with the class jointly construct a Venn diagram highlighting the similarities and differences of each type of rainforest.

**Resources:** Week3Lesson4.pdf

**Learning Intention:** We are learning to develop a deeper understanding of how temperature increases affect the flora and fauna that lives in that area.

**Success Criteria:** Can students use information gathered to create an imaginative text?

Students research the different plants and animals found in both tropical and temperate rainforests at each level (forest floor, undergrowth, canopy and emergent layer). Students create a fact file about the two main types of a rainforest. Students write five ‘fast facts’ about each part of these rainforest types in dot point form. This can be done collaboratively i.e. one person writes facts about each of the forest floors of tropical and temperate rainforests.

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<thead>
<tr>
<th>Tropical</th>
<th>Temperate</th>
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<tr>
<td>Emergent Facts</td>
<td>Emergent Facts</td>
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<tr>
<td>Canopy Facts</td>
<td>Canopy Facts</td>
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<tr>
<td>Undergrowth Facts</td>
<td>Undergrowth Facts</td>
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<tr>
<td>Floor Facts</td>
<td>Floor Facts</td>
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**Learning Intention:** We are learning to use language

**Success Criteria:** Can students name and describe features of each rainforest?
<table>
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<tr>
<th>Week 4</th>
<th>Focus persuasive texts</th>
<th>Stimulus Rainforest appendices</th>
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<tbody>
<tr>
<td><strong>Lesson</strong></td>
<td><strong>HSIE</strong></td>
<td><strong>Writing</strong></td>
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</table>
| **one** | Students research "what is deforestation" and write the meaning in a descriptive paragraph showing their understanding in their own words. Students read the information ‘Rainforests Under Threat’ and discuss:  
1. Why are they being cleared?  
2. What affect this has on flora, fauna and climate?  
3. Which countries this has affected and what are the implications are for the people who live there?  
**Resources:** iPads/dictionaries, worksheet ‘Rainforests Under Threat’  
**Learning Intention:** We are learning to summarise information and create descriptive paragraphs in our own words.  
**Success Criteria:** Can students identify the negative implications of deforestation? |
| | Discuss with students what ‘pro’ and ‘con’ statement are when writing. Students split their page into three parts and write the pros for protecting the rainforests.  
| | **|** | **Flora** | **Fauna** | **Climate** |
| | *Pros* | *Pros* | *Pros* |
| | *Cons* | *Cons* | *Cons* |
| **two** | Discuss with students their own experiences about what they do throughout the week. I.e. come to school, play sport, go shopping etc.  
Lead a discussion of what the environment might look like if these things weren’t there i.e. forests.  
Discuss with students why cutting down the forest for shopping centres, sporting fields or schools etc. it a good idea.  
**Learning Intention:** We are learning to predict what the environment would be like if certain changes i.e. deforestation hadn’t occurred.  
**Success Criteria:** Can students develop ideas using their own experiences as relevant background knowledge. |
| | Students split their page into three parts and write the pros and cons for the effects of deforestation on flora, fauna and climate.  
| | **|** | **Flora** | **Fauna** | **Climate** |
| | *Pros* | *Pros* | *Pros* |
| | *Cons* | *Cons* | *Cons* |
| **three** | Students are shown examples of a discussion to aid in understanding of structure. Remind students of the OREO method from term one. Explain to students the difference between persuasive text and a discussion using the notebook file ‘Week4Lesson3’. Recap the ideas created from the past two lessons about  
**Learning Intention:** We are learning to predict what the environment would be like if certain changes i.e. deforestation hadn’t occurred.  
**Success Criteria:** Can students develop ideas using their own experiences as relevant background knowledge. |
<p>| | Jointly construct the ‘ORE’ parts of a discussion about the implications of deforestation using the pro statements developed over the last two days. Students can use language such as ‘deforestation can lead to the extinction of animals’ (con statements) to strengthen their argument. Students should complete the conclusion of the discussion using their own thoughts on the topic. |</p>
<table>
<thead>
<tr>
<th>Learning Intention: We are learning to construct a discussion using previous knowledge.</th>
<th>Success Criteria: Can students jointly construct a discussion and independently create a concluding statement showing their side.</th>
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<tbody>
<tr>
<td>Students share their conclusion from yesterday to refresh their choice of either taking an environmentalist view or a logging company view.</td>
<td>Students create a 'wanted poster' for the side they chose. Within this poster, students either persuade people to protest the logging of the rainforest OR persuade people to join their company that will log the rainforest. This should have strong persuasive language and clever ‘team line’ (similar to debates) i.e. ‘Big Brands for Less (Big W)’.</td>
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<td>Learning Intention: We are learning to use persuasive techniques to convince a reader.</td>
<td>Success Criteria: Can students use strong persuasive techniques (words or pictures) to convince the reader?</td>
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<td>Week 5</td>
<td>Focus</td>
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<td>informative texts</td>
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<td>As a whole class, research [<a href="https://www.youtube.com/watch?v=%5DlI_RgpddVs">https://www.youtube.com/watch?v=]lI_RgpddVs</a> (Magic School Bus - Rainforests)</td>
<td>Students are shown examples of an information report to aid in understanding the structure. Explain to students the need for sub-headings to assist with finding information easily. Jointly construct an introduction and have students create one to support the animal they have chosen. Continue to create each part of the body (habitat, diet etc.)</td>
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<td>Learning Intention: We are learning to classify information into appropriate headings.</td>
<td>Success Criteria: Can students develop descriptive paragraphs using dot point information.</td>
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</table>

| two    |      |         |
|        | Complete a demonstration which shows the process of the water cycle (Week5Lesson2.Notebook - check resources). Have students evaluate what has happened and why. This is a lead up to how the water cycle works. Discuss with students how the water cycle works by watching [https://www.youtube.com/watch?v=]i3NeMVbcXXU [https://www.youtube.com/watch?v=]ZzY5-NZ5zVw and reviewing the water cycle in the Week5Lesson2 Notebook. | Jointly construct the process of the water cycle using appropriate words such as precipitation, condensation etc. and make connections between the demonstration, pictures and YouTube clip. The water cycle construction can either be presented as an information report or as a cycle like the one pictured below as there is no real start or end point to the water cycle process. |
|        | Learning Intention: We are learning to | Success Criteria: Can students |
|        |     |     |

| three  |      |         |
|        | Information report - group/pair work to create an information report about an animal from each layer. Students split their page into six and write the following headings: | Students develop paragraph for their information report. To assist in students understanding, jointly construct an example of the introductory paragraph and have students use this style to create one for the animal they have researched. Have students continue to develop the remaining parts of their information report. If needed, jointly construct the closing paragraph and have students use this structure to complete their own. |
|        | | |
|        |        | |
|        | | |
|        | | |
|        | | |
|        | | |
|        | Classification | Features |
|        | Habitat | Diet |
|        | Movement | Other Information |

Students choose an animal researched in week 4 from the five fast facts. Students can add in the habitat of this animal e.g. 'on the forest floor of a temperate rainforest'.
Students use either book, iPads, laptops etc. to find information of their animal. Students put this information into dot points under the correct headings.

<table>
<thead>
<tr>
<th><strong>Learning Intention:</strong> We are learning to classify information into appropriate headings.</th>
<th><strong>Success Criteria:</strong> Can students independently create an information report</th>
</tr>
</thead>
</table>

View the video clip - What Can We Do?  
[https://www.youtube.com/watch?v=YUYBJIbyulo&feature=youtube](https://www.youtube.com/watch?v=YUYBJIbyulo&feature=youtube)  
Have students survey peers and adults to obtain their views on rainforest preservation. Organise a class discussion on the topic: How can we best preserve the rainforest?

<table>
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</table>

View the video clip - 100 Million Years in the Future  
[https://www.youtube.com/watch?v=KiKKJdO-uc](https://www.youtube.com/watch?v=KiKKJdO-uc)  
then watch Fatboy Slim video clip - Right Here, Right Now  
[https://www.youtube.com/watch?v=F7Sp2xmmEE](https://www.youtube.com/watch?v=F7Sp2xmmEE)  
Students write down important facts from the video. Discuss and introduce the evolution in motion poster. The *Evolution in Motion* poster shows many of the tropical rainforest’s plants and animals represent an unbroken chain stretching back to the earliest life forms 500 million years ago. One child steps out 50 foot lengths. Each foot represents 10 million years. Mark and label 500, 400, 300, 200, 100 and 0 million years.  
Work through the 6 activities outlined on the poster.  
**Resources:** *Evolution in motion worksheet.*

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Humans have evolved in the last 2 million years. Focus on the length of the big toe on the last step of the 500 million year timeline to show how long humans have lived on Earth.  
Draw or make a model of an animal shown on the poster (e.g. stromatolites, trilobites, lungfish, form ferns, dragonfly, muttaburrasaurus, idiospermum, ancient platypus, golden panda, golden bowerbird, northern bettong, tree kangaroo)  
Fill in a retrieval chart (see Poster Activity 3).
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Focus</th>
<th>Stimulus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>persuasive texts</td>
<td>Rainforest appendices</td>
</tr>
<tr>
<td>Lesson</td>
<td>HSIE</td>
<td>Writing</td>
</tr>
<tr>
<td>one</td>
<td>People of the rainforests – Australasia/ South East Asia focus &lt;br&gt;Students will work in pairs to navigate to a number of stations. Each station will have information about different people of the rainforest and students will be given a sheet of information of will need to scan a QR code using the iPads. Students will first read and then record the important information in a list.</td>
<td>Students will use the information that they have obtained to create a mind map of information about people of the rainforest. Students will record 3-4 facts about each group in a small paragraph.</td>
</tr>
<tr>
<td></td>
<td>Learning Intention: We are learning about people of the rainforest and their relationship to the land.</td>
<td>Success Criteria: Are students able to read and summarise information about the different groups.</td>
</tr>
<tr>
<td>two</td>
<td>Aborigines and the Rainforest &lt;br&gt;Read information about the relationships between Aborigines and the rainforest. Students discuss the main idea and write a short paragraph about it. Read the text as a class about European arrival. Discuss the consequences of European arrival and the implications on the Aboriginal way of life and relationship to the land.</td>
<td>Discuss the structure and purpose of a letter and brainstorm language that may be used. Students are asked to write a short letter from an Aboriginal perspective about the effects of European arrival on their way of life and relationship to the rainforest.</td>
</tr>
<tr>
<td></td>
<td>Learning Intention: We are learning about relationships to rainforests and the factors that influence it.</td>
<td>Success Criteria: Can students use the information to create a letter from a perspective?</td>
</tr>
<tr>
<td>three</td>
<td>What is sustainability? &lt;br&gt;Students work in pairs on the iPads and create a glossary of key terms relating to sustainability. &lt;br&gt;- Sustainable &lt;br&gt;- Ecological &lt;br&gt;-Environment &lt;br&gt;- Ecosystems &lt;br&gt;- Biosphere &lt;br&gt;Students will find definitions and examples for each key term and will share their ideas with the class.</td>
<td>Students work in small groups to make a list about all of the ways that they are contributing to sustainability and areas that they can improve. Students share their ideas with the class and record their sustainability goal.</td>
</tr>
<tr>
<td>Learning Intention</td>
<td>Success Criteria</td>
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<td>--------------------</td>
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<tr>
<td><strong>We are learning about what sustainability is.</strong></td>
<td>Can students find information and apply it to their everyday lives?</td>
<td></td>
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</tbody>
</table>
| Threats to the Rainforest  
Read the text as a class about threats to rainforests.  
Discuss that although sustainability is a goal often economic factors outweigh this goal. (ie jobs created, economic benefits etc).  
Students record threats and solutions to these problems in their HSIE books. | Recap the solutions discussed in the HSIE lesson.  
Students create a sustainability action plan that they would use to help save the rainforests. Students must identify their solution and justify why their approach is most suitable. |
<p>| <strong>We are learning about the threats to the rainforest.</strong> | Can students create a sustainability action plan utilising their researched information? |</p>
<table>
<thead>
<tr>
<th><strong>Week 7</strong></th>
<th><strong>Focus</strong> persuasive texts</th>
<th><strong>Stimulus</strong> Rainforest appendices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson</strong></td>
<td><strong>HSIE</strong></td>
<td><strong>Writing</strong></td>
</tr>
</tbody>
</table>
| **one** | Sustainability  
Read ‘The Tomorrow Book’ as a class.  
Identify the sustainability issues that are identified in the book. How does the author create this idea? What techniques are used?  
Discuss what tomorrow will look like if people continue to damage the environment. What sort of future would you like?  
Students use their knowledge to answer the questions provided. | How can I change the world?  
Students work independently to create one page of the class ‘Tomorrow Book’. Students will publish their writing under the following headings:  
- What my tomorrow looks like now?  
- What I would like my tomorrow to look like  
- How I am going to make it happen  
Students also will draw an illustration of their tomorrow. |
| **Learning Intention:** We are learning to identify how the threats to the environment affect the future. | **Success Criteria:** Are students able to create a text using their knowledge of sustainability and threats to the rainforests? |
| **two** | Personal, Local and National approaches to sustainability  
- Students use iPads to research the personal, local, national and international approaches to sustainability. Students will record a paragraph about each level and will identify the threats and solutions. Students will share their findings with the class. | Students work in small groups to create a class mural which displays one half as the current tomorrow and the other half as a world that they would like to live in. All groups should have a tag line which will be included on their visual literacy. |
| **Learning Intention:** We are learning about the personal, local and national approaches to sustainability. | **Success Criteria:** Can students create a visual literacy displaying implications and solutions? |
| **three** | The destruction of the Rainforest  
Watch the following clip [http://m.youtube.com/watch?v=cSFCZRZJJOs](http://m.youtube.com/watch?v=cSFCZRZJJOs) about the destruction of rainforests. Ask students to make notes throughout the documentary.  
Students will complete a cause and effect table in their HSIE books.  
Discuss the purpose of the text. Create a class discussion about the positive and negative implications | Guided Writing  
Students will work as a class to jointly construct a persuasive letter to the government about the threats facing rainforests and the implications on the ecosystems that exist within them. Students will draw on knowledge in order to write a persuasive letter and provide relevant examples. |
| four |
|---|---|
| of environmental conservation and economic gain. | **Learning Intention:** We are learning about what sustainability is. | **Success Criteria:** Can students share ideas and examples using appropriate language to create a persuasive text? |
| **Threats to the Rainforest**  
Read the text as a class about threats to rainforests.  
Discuss that although sustainability is a goal often economic factors outweigh this goal. (ie jobs created, economic benefits etc).  
Students record threats and solutions to these problems in their HSIE books. | **Independent Construction**  
Recap of prior learning and the language used in persuasive texts  
Ask students to plan their writing.  
Students are asked to independently create a letter to the government about sustainability and its importance to the future. | **Learning Intention:** We are learning about the threats to the rainforest. | **Success Criteria:** Can students create persuasive text identifying threats to the rainforest and solutions? |