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YEAR 5

UNIT SUMMARY

**ENGLISH:** Literacy: **Persuasive and Informative Texts** - Choose from

Persuasive Letter, Persuasive Speech, Written and Spoken Argument; Information Report, Persuasive Brochure, Informative Brochure.

**SCIENCE:** Biology: Animal Adaptation

**HASS:** Geography and Economics and Business: Community management of environments and environmental challenges

****ART:** Visual Arts Planning and creating visual art with a purpose or message. Possible Crisps Art Show Entries. **

Death Adder

**ASSESSMENT TASKS with RUBRICS -** Choose from: Persuasive speech; Persuasive brochure; Information report; Informative poster

**Note:** Throughout the planning, “endangered” refers to vulnerable and endangered species of the granite belt. Lists of both are available [here](https://wetlandinfo.des.qld.gov.au/wetlands/facts-maps/wildlife/?AreaID=tile-100k-stanthorpe&Kingdom=animals&SpeciesFilter=Native) (animals) and [here](https://wetlandinfo.des.qld.gov.au/wetlands/facts-maps/wildlife/?AreaID=ibra-subregion-stanthorpe-plateau&Kingdom=plants&SpeciesFilter=Native) (plants).

Figure 1 Regent Honeyeater

| **Subject/Content Descriptions** | **Teaching and Learning** | **Resources and Vocabulary** | **Notes** |
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| ENGLISH | | | |
| **Literacy: Analysing, Interpreting and evaluating**  Students explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text.  **AC9E5LY03** | *The following lessons focus on* ***persuasive letter, argument, information brochure,*** *because they are the texts that best suit the purpose of the unit. Add others that you would prefer to use and remove any that are not relevant for your students at this time.*  ***Learning Focus 1***  *We can identify, explain and use the characteristic features, stages and phases of persuasive texts that are used to achieve a particular purpose.*  Each student has a copy of the Community Action Letter.  As a class **determine the text type** (Persuasive). In pairs or Learning Teams, students identify the purpose and vocabulary and ideas that are the characteristic features for meeting the purpose. They **complete the table** with their responses. For example,   |  |  | | --- | --- | | *Persuasive Text: Community Action Letter* | | | *Purpose* | *To convince community members to become involved in habitat protection.* | | *Persuasive Characteristics* | *Personal, subjective, motivating, point of view, emotional.* | | *Persuasive language* | *I, we, together, act now, preserve, protect, advocate, promote, make a difference, take action.* |   As a class, pre**sent and discuss** the responses from each Learning Team. Look at the **structure** of the letter and refer to the PowerPoint.  **Stage 1 Introduction:**   * states the position. * very personal. It reads as though the writer is only talking to you, the reader. How does this technique draw the reader in, so that they want to keep reading? * Present the issue or problem early. Only presented from one point of view. Why?   **Stage 2 Body of the Letter**   * A call to action and a sense of urgency * Subjective and personal language * One point of view * Practical solutions presented as actions - educating, supporting, encouraging etc.   **Stage 3 Conclusion**   * Recaps the position **we need to work together to preserve habitats.** * Restates the purpose **habitat preservation.** * Positive * Final call to action   An important feature of the structure of a persuasive text is to repeat the purpose more than once. In fact, this letter repeats the purpose, habitat protection, at least 6 times. It keeps the purpose always in the mind of the reader. | **Resources:**  Community Action Letter. One copy per student.  A collection of informative and persuasive brochures, some of which are promoting aspects of the Granite Belt.  Examples of persuasive speeches, arguments.  **PowerPoint** Persuasive Text Year 5  The PowerPoint covers language features, structure, stages and phases of persuasive text that work together to achieve the purpose of the text..  **Vocabulary:**  purpose, structure, stage, language features, phases, brochure, sign, poster, information, informative, text type, features, text, persuade, persuasive, argue, argument, emotion, point of view.  <https://www.youtube.com/watch?v=keOaQm6RpBg>  Ed Sheeran’s Heinz Commercial  1m 19s  <https://www.youtube.com/watch?v=f_Qr8SXxzQc>  Nike Commercial  1m 52s  <https://www.youtube.com/watch?v=eOMhOjgNd7Q>  Open that Coca Cola commercial  2m 12s  **Examples of persuasion in advertising.**  **Challenge: Find any facts or evidence related to the value of the product.** | The Year 4unit covers the structure and language features and stages of text types, so begin with those lessons if required.  Add/remove information and texts in the PowerPoint to suit your lessons. |
|  | **Follow up: Comprehension Activity**  Students work individually or in pairs. Give half the class the argument against homework and the other half the argument for homework.  Once they have completed the comprehension questions, have them pair up so that each pair has both arguments. Allow time for the pairs to compare the arguments and their responses.  As a whole class discuss known and other language features of persuasive texts. For example   * The use of the Rule of 3 (3 adjectives or phrases used together to emphasise a point) and alliteration. * Rhetorical questions asked for effect. * Language such as “furthermore” that sequences ideas and builds the argument. * Modality * What could have made each argument stronger? Data and information? Real life examples?   In addition, compare the two arguments, to see what the other has **left out**, to make their persuasive writing even stronger.  **Ask:** What do you think about this topic?Why?  **Ask: Why is it important to be able to tell the difference between information texts and persuasive texts**? Discuss in Learning Teams, with someone taking notes. Follow with whole class discussion. | (See lesson activities folder)  **Brochures and Information Reports PowerPoint:** Stages, Purpose, Structure provides information for discussion and learning. | **Modality** is a term used to describe how certain or probable something is.  In persuasive texts it is used strengthen the viewpoint to convince the reader that it is correct.  “This is **definitely** the case. You **should certainly** do this.  **Possibly, maybe** or **could** are used when there is some degree of uncertainty. |
| Students explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text [AC9E5LY03](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-4_year-5/content-description?subject-identifier=ENGENGY5&content-description-code=AC9E5LY03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) (Cont.) | ***Possible Follow up activities:***   * Students participate in verbal discussions or debates, using the language elements of persuasive speech. * Students write a persuasive letter to the principal, or another class, on a school related topic. * A persuasive letter to the Council on a topic related to the Science/Geography content. |  | At this point you could also introduce or revisit *persuasive text as it appears in text types such as advertisements, posters, etc.* |
| **Creating texts**  plan, create, edit and publish written and multimodal texts whose purposes may be informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation.  [AC9E5LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-4_year-5/content-description?subject-identifier=ENGENGY5&content-description-code=AC9E5LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | ***Learning Focus 2***  *We can identify, explain and use the characteristic features, stages and phases of an* ***argument*** *that are used to achieve a particular purpose.*  **Ask:**  **What sort of things do Yr 5 students argue about?**  (Who’s turn it is, favourite sporting teams, doing jobs at home, etc).  **Why do we argue?** (We have a different point of view from someone else and we want them to agree with us)  Explain that these sorts of arguments are very similar to **persuasive texts**. We want to persuade others that we are right. Sometimes it becomes emotional, or exaggerated and sometimes we don’t listen to the other point of view. These kinds of arguments are part of our human experiences but are not the same as the argument text type that we will learn about.  \* What is an argument?   * A difference of opinion * A statement or statements for or against a something   **Discuss:** What is the difference between an argument and other persuasive texts?   * An argument has a logical structure. It usually presents evidence to prove a point. * An argument has a conclusion that is based on evidence. * An argument is more unemotional, basing its point of view on facts and evidence. * Argument can be used in many settings - debates, discussions, academic papers. * A persuasive text can exaggerate their viewpoint. * A persuasive text is usually more emotional and appeals to others’ emotions. * A persuasive text can exaggerate the viewpoint. * A persuasive text tries to convince an audience to take action or agree with a certain point of view. * A persuasive text may have no facts or evidence to support their viewpoint.   An argument is a structured set of statements used to support or prove a point of view.  A persuasive text aims to convince or encourage an audience to take action or to have a particular point of view.  The key is in the **language features**, **structure stages and phases** of your argument. (PowerPoint)  \*Use the “Argument PowerPoint at any time in the discussion.  Suggestion: Read “The Lorax” by Dr Suess first or as follow up. | **PowerPoint: Argument Yr 5**  Using the story “The Lorax” the PowerPoint presents the Structure and Stages of an Argument.  There are discussion questions at the end of the ppt. | An argument and a persuasive speech are related concepts, but there are some differences between them.  An argument is a logical and structured set of statements, used to support or prove a point of view or persuade someone to accept a particular conclusion. It can be written or spoken, and it is typically a form of reasoning that involves the presentation of evidence and a conclusion drawn from that evidence. Arguments can be used in a variety of settings, including debates, discussions, and academic papers.  On the other hand, a persuasive speech is a type of speech that aims to persuade or convince an audience to take action or adopt a particular point of view. It is often more emotional and rhetorical in nature than an argument, and it typically involves the use of storytelling, rhetorical devices, and appeals to emotion. A persuasive speech is often given in a public setting, such as a political rally, a charity event, or a conference.  In summary, an argument is a structured set of statements used to support or prove a point of view, while a persuasive speech is a type of speech that aims to persuade or convince an audience to take action or adopt a particular point of view. |
|  | ***Possible follow up activities:***   * Conduct an informal classroom debate where 2 sides present opposing arguments. * Students write a persuasive letter to the principal (or parents, classroom teacher, tuckshop convenor) regarding school/family based issue or project. * They then write the letter as an argument for their position.   **Which letter do you think will give us the result we want? Why? Discuss.**  ***Topic ideas:*** new uniforms, no uniforms, healthy food only in tuckshop, free dress days once a month, more pocket money, free time in the classroom on Friday afternoons, a school pet, an environmental project (garden, worm farm, native bees, adopt an endangered animal, help clean up an area around town, etc.) |  |  |
| SCIENCE | | | |
| ***Biological Sciences***  Students examine how particular structural features and behaviours of living things enable their survival in specific habitats.  [AC9S5U01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-5/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5U01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)  ***Biological Sciences***  Students examine how particular structural features and behaviours of living things enable their survival in specific habitats.  [AC9S5U01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-5/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5U01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) (Cont.)  ***Biological Sciences***  Students examine how particular structural features and behaviours of living things enable their survival in specific habitats.  [AC9S5U01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-5/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5U01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) (Cont.) | ***Learning Focus 1***  *We identify and examine physical features and behaviours of living things that enable them to survive in their habitats.*  In learning teams of at least 4, students use Word (optional) to create a **team table** of the domestic pets in their families. For example,   |  |  |  |  | | --- | --- | --- | --- | | *Dogs* | *Cats* | *Fish* | *Birds* | | *2* | *2* | *1* | *2* |   As a class and using gathered data construct a **class table** of domestic pets. For example   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | *Dogs* | *Cats* | *Fish* | *Birds* | *Guinea Pigs* | *Reptiles* | | *12* | *8* | *4* | *5* | *3* | *2* |   Have the class form groups related to one pet, ensuring the minorities are represented.  Each group will be the “Expert” group on their pet.  Each group discusses the   * actions and behaviour they have noticed about their pet, which enables them to be strong, safe, clever, to live well in their home. * external features used by their pet to be strong, safe, clever, to live well in their home.   *For example****, “My pet turtle always draws into its shell when the cat comes in the room.”***  ***“My pet cat uses its claws to scratch on the screen door when it wants to go outside.”***  Teams discuss and write their responses for a set amount of time.  As a class share and discuss the responses.  Some of the animal behaviour may be learned behaviour, a product living in a home, e.g., begging for food. Acknowledge and remove from the table.  What is left will be   * behaviour that is more likely to be instinctive than learned, as well as physical features that have been observed to enable survival e.g. “My cat sees better in the dark than I do.”   Add to the list if required.  Go through the list, noting which are physical characteristics and which are behavioural.  Introduce the term **Adaptation.**  Follow up with one or more of the resources listed:  “The Best Beak in Boonaroo Bay” is an Australian Picture Book by Narelle Oliver. Using narrative and information language features, various shore and sea birds are described catching food. Their beaks determine the food they are best suited to catching.  The YouTube videos are listed in best order of viewing. | **Resources for Adaptations:**  “*The Best Beak in Boonaroo Bay*” by Narelle Oliver  <https://www.youtube.com/watch?v=JWRy6MeWuVs>  Online reading of the book if you don’t have a copy.  <https://www.youtube.com/watch?v=dI9U7zmyjSI>  Animal Adaptation: How to survive. Science Trek  5m 39s  <https://www.youtube.com/watch?v=cDTD3VWiXN0>  Weird Animals of Australia. Why Downunder is so Unique. Behind the News  4m 32s  <https://www.youtube.com/watch?v=6eOTZGSd1U0>  How do Native Animals Survive Australia’s Harsh Environment? Ask an Expert  3m 13s  <https://www.youtube.com/watch?v=p0HDEXjOvt4>  The 4 Most Bizarre Animal Survival Skills  3m 57s  **“Plague**” a new picture book by Jackie French Is a great example of reasons for locust plagues.  Locusts were hunted by Ibis until human development drained ibis swamps and caused them to inhabit urban areas, adapt and become bin chickens.  Without population control by ibis they could rage across the land. The millions of locusts had to adapt to find enough food - eating wheat and other crops and even washing on clothes lines. Mass poisoning checks their numbers but also kills native birds and animals. The story includes different solutions for locust management. |  |
| ***Biological Sciences***  Students examine how particular structural features and behaviours of living things enable their survival in specific habitats.  [AC9S5U01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-5/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5U01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) (Cont.)  ***Biological Sciences***  Students examine how particular structural features and behaviours of living things enable their survival in specific habitats.  [AC9S5U01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-5/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5U01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) (Cont.)  ***Biological Sciences***  Students examine how particular structural features and behaviours of living things enable their survival in specific habitats.  [AC9S5U01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-5/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5U01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) (Cont.)  ***Biological Sciences***  Students examine how particular structural features and behaviours of living things enable their survival in specific habitats.  [AC9S5U01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-5/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5U01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) (Cont.) | ***Learning Focus 2***  *We explore physical features and behaviours of living things that enable them to survive in Queensland’s Granite Belt environment. We also explore the challenges of endangered species who do not have time to adapt to new conditions.*  **Watch** the David Attenborough video on biodiversity.  Discuss the video then focus:  The importance of biodiversity what are the challenges today?  *Loss of habitat; climate change; natural disasters, human impact.*  What can we do now for our Granite Belt animals and plants?   * Learn about them so that we can care for them. * Understand their needs. * Know which are endangered and in special need of care. Find out what we need to do to protect habitats. * Basically, get to know our Granite Belt ecosystems.   **Discuss**this quote by Charles Darwin, a scientist who studied how animals evolve over time*.*  ***Charles Darwin:”*** *It is not the most intellectual of the species that survives; it is not the strongest that survives; but the species that survives is the one that is able best to adapt and adjust to the changing environment in which it finds itself.”*  **Ask:** What are some of the challenges of the granite belt that our animals, birds, plants would have to adapt to survive. Examples:   * colder temperatures, especially in winter * higher altitude * rocky environments * drought * flood * fire * introduced and feral species * agriculture * roads * humans   Discuss with examples from students own experiences.  Use the example of **natural changes - fire, drought, flood** to study some of the local wildlife’s ability to adapt.  **Echidnas:**   * will burrow to escape danger but also in times of extreme temperatures such as during a bushfire or in times of drought. * slow their heart rate and breathing when in burrows so that they don’t need as much oxygen and can stay there for longer. * are good swimmers, holding their snouts up as snorkels (flood) * its spines and colouring provide excellent camouflage * has a strong snout which will break open logs and termite mounds * Will roll into a spiky ball when threatened or quickly did a shallow hole so only their spikes are exposed * can go without food and water, sometimes for weeks. (fire, drought, flood) * eat ants and termites with a sticky tongue   Therefore, in the case of a bushfire they burrow, slow down their systems and can last for a long time without food or water.  Also, because of their unique adaptations, they exist in almost any kind of environment and have very few predators.  **In fact the echidna is Australia’s most widespread native animal.**  ***Activity:***  From the list of local native species that are not vulnerable or endangered, students choose one to research. Refer to the full lists in **Resources** for other examples.  They will research the adaptive features and behaviours of that species that deal with challenges - as modelled in the example of the echidna. Their final product may be in note form or as paragraphs - teacher choice.  ***Dingo Eastern grey kangaroo***  ***Feather tail glider Red necked wallaby***  ***Platypus Koala***  ***Australian magpie***  ***Tawny frogmouth pied currawong.***  ***Ibis***  ***Eastern blue tongue***  ***Red-bellied black snake***  ***Crimson rosella***  **Explain:** Our endangered species are in this position because they haven’t had time to adapt. Some conditions - especially those that involve humans - change too quickly for a species to adapt to the changes. e.g. habitat loss because of housing and development.  **Model:** As a class, investigate the situation of the **Regent Honeyeater** which is a **critically endangered** birdof our region.  *Loss of habitat has decreased the number of regent honeyeaters to the point that they are losing their song. Males do not know the song, because they have not heard it, but they try to* ***adapt*** *by copying the songs of other birds. However, the females will not mate with them because it is not the right song.*  *A great example of an endangered species that is trying to adapt but needs help from us. The video shows how.*  ***Possible Follow up activities:***  A great way for the students to become involved in collecting data about our local wildlife can be found at the following:  **Citizen Science**   * Aussie Bird Count has school resources <https://aussiebirdcount.org.au/> * Frog ID count also has teacher resources <https://www.frogid.net.au/schools> | **Resources:**  <https://www.youtube.com/watch?v=b6Ua_zWDH6U>  What is Biodiversity - David Attenborough  3m 04s  Good intro to the concept  Refer to the **Granite Belt Fact Sheet which** gives an overall picture of climate, habitats and importance of biodiversity in the region  <https://www.bushheritage.org.au/species/echidna?gclid=CjwKCAiAr4GgBhBFEiwAgwORrVbRawbAWRr4fMzE17cEX1cDWy4QsMTQPfSkZTw1D5rYxJl9FEKHOBoChY0QAvD_BwE>  Information on echidnas  **Note:** the following link - plant species in the Granite Belt are that are of concern and endangered.  <https://apps.des.qld.gov.au/regional-ecosystems/list/?bioregion=13&landzone=12>  **Resources**  [**https://wetlandinfo.des.qld.gov.au/wetlands/facts-maps/wildlife/?AreaID=tile-100k-**stanthorpe&Kingdom=animals&SpeciesFilter=Native](https://wetlandinfo.des.qld.gov.au/wetlands/facts-maps/wildlife/?AreaID=tile-100k-stanthorpe&Kingdom=animals&SpeciesFilter=Native)  **Native wildlife of the Granite Belt -animals, birds, reptiles, insects, fish**  *Queensland Government: Dept of Environment and Science*  <https://wetlandinfo.des.qld.gov.au/wetlands/facts-maps/wildlife/?AreaID=ibra-subregion-stanthorpe-plateau&Kingdom=plants&SpeciesFilter=Native>  **Native plants of the Granite Belt -**  *Queensland Government: Dept of Environment and Science*  <https://www.gbwildlifecarers.org.au/gb_wildlife.html>  Granite Belt Wildlife Carers  Wildlife of the Granite Belt List, *as well as others on previous page.*  **Other Resources**  Australian National Botanic Gardens  [anbg.gov.au](http://anbg.gov.au/)  Australian Plants Online  <http://australianplantsonline.com.au/>  (This is a commercial site, but good information on plants.)  Australian Plant Society N.S.W  <https://austplants.com.au/>  IndigiGrow  <http://indigigrow.com.au/>  an area. This is the case of the Granite Belt region, which is defined by the presence of granite rock.  **Bonzle Digital Atlas of Australia**  <http://www.bonzle.com/c/a>  Many interesting Australian topics to browse.  Below is the link to Quart Pot Creek and tributaries. Students can scroll down and click on links in the map to zoom into specific locations.  <http://www.bonzle.com/c/a?a=p&cmd=sp&p=207914&st=&s=quart%20pot%20creek>  This page also invites users to add to the information on the site with stories, facts, photographs etc. The students may like to contribute!  **Regent Honeyeater resources**  <https://www.youtube.com/watch?v=tbuPnVp4MdY>  Saving the critically endangered honeyeater  4m 28s  <https://www.environment.nsw.gov.au/threatenedspeciesapp/profile.aspx?id=10841>  Regent Honeyeater profile  Factsheet Folder Endangered Birds Folder  <https://taronga.org.au/animals/regent-honeyeater>   * Christmas beetle count <https://www.inaturalist.org/projects/christmas-beetle-count> * [Echidnas](https://biocollect.ala.org.au/acsa/project/index/8c3ae3b1-5342-40b4-9e72-e9820b7a9550?fbclid=IwAR2rwx16jEpm1NDwRg9jhYFjTO0pB36Z-wwv7vvPhYbaEpY-dggw66p1B-Y)   They all have apps that can help ID the different species - and bird calls/ frog calls etc. | *“It is that range of biodiversity that we must care for - the whole thing - rather than just one or two stars.” David Attenborough*  **Adaptation** is the process by which an animal changes to better suit its environment. This happens over many generations, as animals that are better suited to their environment are more likely to survive and pass on their genes to their offspring.  For example, there are two types of birds living in a forest: one type has short beaks and the other type has long beaks. If the forest has a lot of insects living in long flowers, the birds with long beaks will have an advantage because they can reach the insects more easily. Over time, the birds with short beaks may die out because they can't get enough food, while the birds with long beaks will thrive and have more offspring. This is called natural selection.  Another example of adaptation is camouflage. Some animals, such as chameleons, can change their color to blend in with their surroundings. This helps them hide from predators or sneak up on prey.  Chat GPT  **An ecosystem** is a community of living things and their nonliving surroundings that interact with each other. It includes all the plants, animals, and microorganisms in a specific area, as well as the air, water, soil, and other physical factors that affect them.  Changes in one part of an ecosystem can affect many other parts,  so it's important to take care of our ecosystems to ensure the survival of all the species that live within them.  **A habitat** refers to the specific place where a particular species lives and grows, providing the resources and conditions that the species needs to survive.  A habitat would be a waterhole at Girraween National Park. The ecosystem would be all the habitats in Girraween.  A species is “**vulnerable”** ifits population has declined at least 50 percent and the cause of the decline is known. **Habitat loss** is the leading known cause of population decline. *Nat.Geog. Society 2023*  **“Endangered”** means that there are very few of a certain kind of animal or plant left in the world. They might be in danger of becoming extinct, which means they might not be around anymore.  A species is classified as “**critically endangered”** when its population has declined at least 90 percent and the cause of the decline is known. *Nat.Geog. Society 2023*  **Links to ...**  [AC9S5U02](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-5/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5U02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)  Students [describe how weathering, erosion, transportation and deposition cause slow or rapid change to Earth’s surface](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-5/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5U02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) |
| HASS | | | |
| **Geography**  Students explore the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences.  [AC9HS5K05](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-5/content-description?subject-identifier=HASHASY5&content-description-code=AC9HS5K05&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)  **Economics and Civics** Students explore how citizens,(members of communities) withshared beliefs and values work together to achieve a civic goal**.** [AC9HS5K07](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-5/content-description?subject-identifier=HASHASY5&content-description-code=AC9HS5K07&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)  **Geography** Students explore the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences. 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We will explore how local people and groups work together for the benefit of our natural ecosystems.*  **Ask: What do you think are the greatest threats to our native species?**   * Habitat loss and degradation * Introduced and feral species * Climate change - more fires, droughts, floods   So for those endangered animals, plants and birds there is no time to adapt to these threats, and we must help protect them because they cannot protect themselves.   * Low in numbers * Short on time   **Brainstorm:** What are people doing, that you know of, to protect our local native wildlife?  Answers will vary ....   * Trap wild dogs * Bait wild dogs * Some properties have left natural corridors for the wildlife to travel through safely. * The council plants trees * Native animals are protected. * Pets must stay behind fences or on leashes. * People call snake catchers instead of killing the snakes. * We have wildlife carers. * Volunteer fire fighters are always on call.   Introduce the **Stanthorpe Shire River Improvement** **Trust** (Stanthorpe River Trust) as an example of an environment that is being managed and protected.  In Learning Teams or pairs, the students access the Queensland Government website and navigate their way to The Stanthorpe River Trust.  <https://www.qld.gov.au/environment/water/catchments/trusts> *There is a link on this page to individual river trusts.*  Students gather the following information:   * What is the purpose of the *Stanthorpe Shire River Improvement Trust?* * *Who is the Chairperson of the Stanthorpe Shire River Improvement Trust?* * *What is the postal address and phone number?*   After sharing, consider the fact that there is not much information on the page about what the river trust is involved in.  If we had a member of the Stanthorpe River Trust here, what questions would we ask them? E.g.,   * What do you do? * Why do you do that? * Where does your money come from? * How does the council help? * Do you look after just the water or the banks as well? * Etc. Answers can be found in the factsheet, but even better, **Greg Thouard** will come and talk to the class.   **FIELD TRIP**  The Stanthorpe River Trust will donate a class set of water testing kits and someone is happy to accompany you and the class to test the water in your closest creek, and to talk about what is being done in that area to protect the environment and wildlife.  The **purpose of the field trip** is to test the water quality and gather evidence that students can submit to the Stanthorpe River Trust regarding the biodiversity and health of that section of the river system.  A **Field Trip Booklet** is in the Resources folder for you to use, edit, or ignore.  **Other activities during the Field Trip**   * Students photograph or draw aspects of the creek system - banks, native and introduces plants, evidence of care for the system, algae, animals interacting with their habitat, etc. * Create an **activity booklet** for completion during the trip. It will focus on those aspects of the unit that have most interest for the class. You could have the students prepare the questions/activities. **An example has been prepared for you to edit.**   **Follow up Field trip Activities.**   * Students create Table or Spreadsheet of findings from water testing. * Students share other findings form photographs, drawings, observations. * Compare findings with other schools who have tested in different areas. * Scientifically report the results of these findings * Collate evidence from all activities that show evidence of biodiversity and health, or otherwise. * Conclusion of the overall health of the system based on evidence. * Share findings with the Stanthorpe River Trust Committee.   Conclude this section with a general discussion of all learning regarding the human management of environments and the work of local people towards protecting our natural environments and wildlife. Refer to the examples listed in the resources section and examples from students own experiences.  **Ask:** What can you as students and community members do to support the work of the community?  Answers may include ...   * Volunteer to assist the river trust on their tree planting days. * Plant trees and native vegetation as a school based project * Volunteer at the community garden * Grow more native trees and flowers at home to attract pollinators and birds. * Construct native bee hotels (see the YouTube links doc for a video on this). * Spotlighting with the Quoll society (they have offered to have students along) * Build a quoll/fox proof chicken coop, * Raise money for the wildlife carers or volunteer fire fighters. * Learn more about the unique biodiversity of the Granite Belt. * Be a regular visitor to the local National Parks * Pick up litter around the creek areas. * Keep pets secure at home and on leash when out. | **Resources**  **Although the main focus is the Stanthorpe River Trust, a number of protective and management models are suitable... For example**  <https://www.gbwildlifecarers.org.au/gb_wildlife.html>  Granite Belt Wildlife Carers  *(They have offered to talk to classes about their work)*  Girraween and other National Parks  Wildflower Society  Quoll Society - have offered to talk to classes.  Community Garden.  Work of the Council - parks  <https://www.sdrc.qld.gov.au/our-region/parks-open-spaces/stanthorpe-parks>  Local farmers who are involved in management and protective practices. Maybe one would come and talk to the class.  Local gardeners - Diggers Club, Stanthorpe Garden Club.  Fish stocking?  ***Chairperson: Greg Thouard***  *Folder of old photographs of Quart Pot Creek and Storm King Dam in*  ***Photographs*** *Folder*  An information factsheet has been prepared in the folder Factsheets Granite Belt factsheets  Stanthorpe Shire River Improvement Trust.  **Resources:**  Water testing kits (Contact Greg Thouard)  Factsheet on Stanthorpe River Trust  Photographs in Folder Photographs - Stanthorpe History - Quart Pot Creek.  Field Trip Booklet - **“Water Testing and Evidence gathering Field Trip Yr 5”**  <https://www.youtube.com/watch?v=94YcjbYBchc>  How we measure Water Quality  2m 29s  **Resources:**  The following websites provide information and support for threatened Australian species. They can be used as a   * website navigational and research activities * widening students’ learning base on the topic of management of vulnerable Australian environments/species   <https://www.business.qld.gov.au/industries/farms-fishing-forestry/agriculture/biosecurity/animals/invasive/other>  Management of Other invasive animals  Queensland Government: Business Queensland  <https://www.environment.nsw.gov.au/threatenedspeciesapp/profile.aspx?id=10605&fbclid=IwAR1IiqI0YnDT-EJ8WjS_LucvcvsFLwGjZMC4mpe_UqbhZIkfC1_tZ2eq07o>  Brush tailed rock wallaby  [*https://parks.des.qld.gov.au/parks/girraween?utm\_source=google&utm\_medium=organic&utm\_campaign=gmb&utm\_content=girraween*](https://parks.des.qld.gov.au/parks/girraween?utm_source=google&utm_medium=organic&utm_campaign=gmb&utm_content=girraween)  Girraween website  <https://animalsaustralia.org/>  Animals Australia Organisation  <https://www.wilderness.org.au/>  Wilderness Organisation  <https://www.wwf.org.au/#gs.mtzegh>  World Wildlife Fund  <https://www.natureaustralia.org.au/>  Nature Australia  <https://www.greenpeace.org.au/>  Greenpeace  <https://www.wires.org.au/>  Wires | **NOTE:** Greg Thouard is the Chairperson of the River Trust. He has a wealth of knowledge about the history and management of this system stretches from the Severn Rive in the South to the Pike’s creek tributaries and comprises hundreds of kilometres of waterways.  He would be most happy to talk to the class about Quart Pot Creek system and the River Trust.  **NOTE: More accurate findings would result if you were able to test that same section about 3 times over a period of days. If that is not possible ensure that when submitting your conclusions, you note that testing occurred only once.** |
| VISUAL ARTS | | | |
| **Developing Practices and Skills**  Students experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials.  [AC9AVA6D01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/visual-arts/year-5_year-6/content-description?subject-identifier=ARTVISY56&content-description-code=AC9AVA6D01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)  **Creating and Making**  Students use visual conventions, visual arts processes and materials to plan and create artworks that communicate ides, perspectives and/or meaning.  [AC9AVA6C01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/visual-arts/year-5_year-6/content-description?subject-identifier=ARTVISY56&content-description-code=AC9AVA6C01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | ***The students’ artwork may be submitted into the Crisps Art Show. This year the Art Show focuses on the unique biodiversity of the Granite Belt region.***  Drawing on some of the topics covered in this unit, that focus on our local wildlife, students consider one that they would like to express **persuasively or with evidence,** through their artwork.  Topics could include ...   * An endangered plant or animal of the Granite Belt within its habitat * Any native animal of the Granite Belt within its habitat * The consequence of an introduced animal or plant within a habitat. * Loss of habitat for endangered species. * Biodiversity in action * Adaptations to the environment, such as camouflage, or burrowing because of drought or fire. * The importance healthy water for biodiversity.   The students mind map ideas that link to their topic such as “what do I already know about this?” “What are my questions about this?” What do I want to tell other people about this? How will I express my ideas?  ***Assist the students as they experiment, document and reflect on the ways they can visually express their purpose.***  Do they want to persuade people in the community to protect our wildlife?  Do they want to communicate a message about local endangered animals?  Do they want to highlight animal/plant adaptations to environmental challenges?  Is their purpose to warn everyone about the dangers of natural disasters to our local natural environments?  Do they want to encourage people to protect local natural environments?  Do they want to express the beauty of local natural environments?  Do they want to illustrate the connections and relationships in a natural environment that promote biodiversity?  The students decide on the medium.   * collage with natural products (fallen leaves, bark, etc) that reflect the habitat of choice. * If focusing on a natural disaster such as fire they may use charcoal and ash, and associated colours.   The students decide on a format that will best display their artwork and its purpose. Examples ...  Poster  Brochure  A3 Picture  They document their reasons for selection of their format, as well as the purpose behind their artwork.  Once any other criteria determined by teacher and/or students have been fulfilled, the students are ready to produce their piece. |  | **The final product can be entered into the Crisps art show, while the whole process may be considered as an assessment piece.**  **of art. Some text is permitted.** |