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YEAR 6

UNIT SUMMARY

**ENGLISH:** Language and Literacy: **Persuasive and Informative Texts** including Persuasive Speech, Argument, Review.

**SCIENCE:** Biology: Habitat features; endangered animal and protection programs

**HASS:** Civics and Citizenship: Role of levels of government in environmental issues.

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

Eastern Spotted-Tailed Quoll

**ASSESSMENT TASKS with RUBRICS -** Choose from:

****Persuasive speech

Argumentive speech

Information report - see and adapt Yr 5 Assessment

Informative poster - see and adapt Yr 5 Assessment

**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).

| **Subject/Content Descriptions** | **Teaching and Learning** | **Resources and Vocabulary** | **Notes** |
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| ENGLISH | | | |
| **Language: Text Structure and Organisation**  Students explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features  [AC9E6LA03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LA03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)  **Literacy: Analysing, interpreting and evaluating**  Students analyse how text structures  work together to meet the purpose of a text, and engage and influence audiences.  [AC9E6LY03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LY03&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 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning and to connect and compare content from a variety of sources.  [AC9E6LY05](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LY05&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 following section focuses on the texts of persuasive speech (with transcripts)***  ***Learning Focus 1***  *We explain and use the characteristic features, stages and phases of persuasive texts that are used to achieve a particular purpose. We identify texts where the author has adapted structures and language features of persuasive texts to best suit the purpose.*  Present the class with the following quote:  ***"In the end we will conserve only what we love; we will love only what we understand; and we will understand only what we are taught." - Baba Dioum, 1968.***  Establish a common meaning of “conserve” in the context of the quote.  Students work in learning teams to brainstorm their ideas about the quote, then have them use the following questions and ideas to further guide their thinking ...   * What might the speaker be thinking of when he says “conserve”. * Why might we only “conserve the things we love?” * “We only love the things we understand.” Do you agree? Would you change a word for a different statement? Examples?   At some point in the discussions move to whole class and share, including ...   * Do you agree with the final statement? Why? Why not? Would you change a word to one that would make more sense to you?   ***Note:*** *The word taught was appropriate for the time. Now it may be more suitable to use “what we learn.”*  Have the students reverse the statement and share. For example,  **When we learn we understand. When we understand we love. When we love we conserve.** Does this make more sense to you? Why?  **Ask:** Have you experienced this at any time in your learning? Share.  What is the purpose of this quote?  What do you think the speaker wants us to conserve?  **\***Look at the structure of the quote, how it builds upon itself and repeats words. This is the structure often used by persuasive texts. It gives strength to the viewpoint and focuses upon the purpose of the text. | **Resources:**  PowerPoint Persuasive Text Year 6  The PowerPoint covers language features, structure, stages and phases of persuasive text that work together to achieve the purpose of the text.  Use the first few slides during Learning Focus 1 and the rest during Learning Focus 2  **Vocabulary:**  purpose, structure, stage, language features, phases, brochure, sign, poster, information, informative, text type, features, text, persuade,  **Resources:**  PowerPoint Persuasive Text Year 6 | Add/remove information and texts in the PowerPoint to suit your lessons.  Conserve: keep safe, protect from harm. |
| **Language: Text Structure and Organisation**  Students explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features  [AC9E6LA03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LA03&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.)  **Literacy: Analysing, interpreting and evaluating**  Students analyse how text structures  work together to meet the purpose of a text and engage and influence audiences.  [AC9E6LY03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LY03&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.) | **Activity:**  Students choose a topic or concept that has meaning and value for them, that goes a beyond merely “Liking” For example:   * family music * learning art * nature dance * sport reading * kindness ocean * wisdom animals   Individually, in pairs or in Learning Teams students look for a quote about their subject that inspires them, gives them another way of thinking, provides wisdom etc.    **Explain** that many quotes such as the ones they have collected use persuasive language features - personal, emotional, maybe a call to action. They generate a response from us, even if it is only a feeling. Have the students identify the persuasive elements of their quote.  ***Reflection***  They may share their quote with a group or class, write it out, research the author, make a card with the quote on there, decorate it, give it away, create a classroom display that provides the purpose of each quote as well as the quote itself. etc. |  | **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 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning and to connect and compare content from a variety of sources.  [AC9E6LY05](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LY05&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.)  **Language: Text Structure and Organisation**  Students explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features  [AC9E6LA03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LA03&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.)  **Literacy: Analysing, interpreting and evaluating**  Students analyse how text structures  work together to meet the purpose of a text, and engage and influence audiences.  [AC9E6LY03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LY03&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.)  Students use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning and to connect and compare content from a variety of sources.  [AC9E6LY05](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LY05&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 explain and use the characteristic features, stages and phases of persuasive texts that are used to achieve a particular purpose. We identify texts where the author has adapted structures and language features of persuasive texts to best suit the purpose.*  Work through the Persuasive Text PowerPoint with the class. It uses examples from David Attenborough’s speech broken down into the stages and phases of the persuasive speech structure. It also looks at Persuasive language features within the text. The texts will no doubt produce interesting discussions and viewpoints.  Hand out 1 copy each of the transcript. Read through it ensuring each student grasps the content, audience and purpose of the speech.  As a whole class work through the first section, noting and tallying various persuasive devices in the text. A teacher’s copy is available with some of the devices marked.  In Learning Teams students complete this task.  Alternatively, rather than use the whole transcript, have students pull out a sentence or paragraph and highlight all the persuasive devices found.  **Watch** the video.  This video is a great example of adapting other structures and features to strengthen your purpose.  Encourage the students to pose any questions they have and list them for later.  **Ask:**  Was the videoed address given by David Attenborough still a persuasive speech? How do you know? (*Language Features, Purpose, audience Structure and Stages are still being used)*  What was included in the speech on the video that was not in the transcript?   * Speaker/author is seen. * Audience is seen. * Personal opinions/reactions. * Amazing videos and other speakers, which visually express the purpose of the speech. * Audience reaction   What difference did these additional features make to the presentation? More persuasive? Why?   * personal opinions backed up by their experiences, visual evidence of climate change, has a powerful, emotional effect on the audience. * Use of video links to other speakers emphasise the purpose of the speech. * Use of graphs and videos help to explain the evidence such as the rise and fall of carbon over the years   The second transcript and video are of Kevin Rudd and the Apology speech. It again demonstrates the power of connecting with the speaker and audience through video footage as well as through the speech.  Although not in every respect a persuasive speech, the words in the apology speech and the visuals have been very carefully selected to persuade those who do not agree with this action to change their opinion. It is quite an emotional experience for all Australians.  It is therefore another good example of authors adapting text structures and language features to achieve a purpose. (As an example of this, Peter Dutton earlier this year apologised for not attending the speech, recognising its value and significance for First Nations people.) <https://www.youtube.com/shorts/2JIU5yLOpx0>  Choose to go through this example (transcript then video) as a consolidating learning experience or just use the David Attenborough learning activity. | **Resources**  PowerPoint Persuasive Text Year 6  Transcript of theDavid Attenborough Address to World Leaders COP26 November, 2021  Student copy  Teacher’s copy  **VIDEO**  <https://www.youtube.com/watch?v=o7EpiXViSIQ>  David Attenborough Address to World Leaders COP26 November, 2021  *7m*  **Follow up:** If the students a want more of David Attenborough, here is one of many choices on YouTube <https://www.youtube.com/watch?v=_cUHb_fZyME>  Most Soothing Sir David Attenborough Moments | BBC Earth  26m But each section is only a few minutes long.  **PERSUASIVE SPEECH**  **VIDEO**  <https://www.youtube.com/watch?v=aKWfiFp24rA>  Apology (Sorry) Speech PM Kevin Rudd to the Stolen Generations Feb 13 2008 4m 13s | At this point you could also introduce or revisit *persuasive text as it appears in text types such as advertisements, posters, etc.*  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. |
| **Language: Text Structure and Organisation**  Students explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features  [AC9E6LA03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LA03&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.)  **Literacy: Analysing, interpreting and evaluating**  Students analyse how text structures  work together to meet the purpose of a text, and engage and influence audiences.  [AC9E6LY03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LY03&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.)  Students use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning and to connect and compare content from a variety of sources.  [AC9E6LY05](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LY05&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.)  ***Analysing, interpreting and evaluating***  Students analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences  [AC9E6LY03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/english/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LY03&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 3**  *We explain and use the characteristic features, stages and phases of an argument that are used to achieve a particular purpose.*  *We identify argument where an author has adapted structures and language features of the argument to best suit the purpose. (Dr. Seuss: The Lorax)*  A persuasive text aims to convince or encourage an audience to take action or to have a particular point of view.  An argument is a structured set of statements used to support or prove a point of view.  **Persuasive texts** are personal and use emotion, exaggeration, facts (sometimes) to convince the audience of their viewpoint.  **Formal or literary argument texts** are unemotional and impersonal and use only facts and evidence to convince the audience of their viewpoint.  The argumentative text requires researched**, accurate, detailed, and current information** to support the statement and consider other points of view. Some factual, logical, statistical, or anecdotal evidence should be used to support the argument.  **Discuss** the everyday understanding of argument: Students may share some examples in the playground, at home, with friends etc,   * Are they factual with lots of evidence? * Do they always have a positive outcome? * Are they impersonal and unemotional? * Are both sides listened to?   (Should be an interesting discussion ☺)  Go through the PowerPoint as a teaching/learning focus, with whole class. Note that the final slides use the example of Dr. Seuss’s book “The Lorax.” It is a great example of successfully adapting all the features of an argument for the purpose of reaching a younger audience.  **Reflection**  There are discussion questions to go deeper with this on the final slide.  **Suggestion: Read “The Lorax” by Dr Suess first or as follow up.**    ***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.) | **PowerPoint Argument Yr 6** |  |
|  | **Learning Focus 4**  *We use the characteristic features, stages and phases of an information text that are applied to achieve a particular purpose.*  *We identify where an author has adapted structures and language features of the information text to best suit the purpose.*  *We analyse how the text structures and language features work together to meet the purpose of the text and engage and influence the audience.*  *We use comprehension strategies to build meaning and to compare information texts with a similar purpose, across different websites.*  **Information text: Informative websites on a specific subject area Australian ecology**  Example for whole class and modelling purposes: **Granite Belt Sustainable Action Network (GBSAN)** website  **Ask: Who has heard of the** Granite Belt Sustainable Action Network (GBSAN)? Share information known by anyone in the class.  **Ask:** What do you think this group is about? Break down the name as follows:   * Granite belt - our local area * Sustainable - manageable, in terms of environment it means conservation, protection, balance. * Action - doing something * Network - many groups and people coming together for a common purpose.   **In Learning Teams discuss and make notes:**  What features of this website do you expect to find?  Will the text be informative, persuasive, something else?  What navigational features will make exploring the site easy and useful?  What other website features may be present?  As a class or in learning teams view the website for the purpose of reviewing our findings together.  Find answers to all or any of the following:   * When was the group formed? * Who is the President? * What 2 events have been held in the past? * Which are of sustainable protection are you most interested in. Why? * Does this website have significance for Year 6 students? Why or why not?   **Activity**  In learning Teams of no more than 4 students, assign a website from the list in resources, for investigation of text type, language features, purpose audience. They will have an activity sheet to complete. See sample for editing.  Navigate and explore the site first (5-10mins) then work on the activity.  As part of the activity the LT is asked to come up with 3 search questions for another LT to investigate.  In that manner, all students will have some interaction with at least 2 sites. Repeat the activity by rotating the websites as often as required.  Note: The websites also provide content and background for the Science section of the unit.  ***Reflection***  ***Discuss***   * Which websites were more engaging? Why- content? Purpose? Language features? Structure of the site? User friendliness? * Which were more challenging? Why? * What did you learn about informative texts within a website? Are they more engaging and do they help you to access information more easily? What are their weaknesses? * What are the best features to look for when interacting with an informative website? * What are the most useful skills to have when interacting with an informative website? | **Websites for the English Literacy (Learning Focus 4) Activity**  <https://www.gbsan.org.au/>  Granite Belt Sustainable Action Network (Model)  <https://www.gbwildlifecarers.org.au/gb_wildlife.html>  Granite Belt Wildlife Carers  Wildlife of the Granite Belt List  <https://www.rockwallaby.org.au/>  Friends of the rock wallaby  <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://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.quollsa.org/>  Quoll Society of Australia  <https://aussiebirdcount.org.au/> Aussie Bird Count  <https://biocache.ala.org.au/explore/your-area#-28.6538|151.9343|12|ALL_SPECIES>  Atlas of Living Australia | **Granite Belt region**  The Granite Belt region is located in the southern part of Queensland, Australia. It is situated in the Great Dividing Range and stretches from the New South Wales border in the south to the towns of Stanthorpe and Texas in the north. The region is bounded by the Darling Downs to the west and the Scenic Rim to the east. It is roughly defined by the towns of Stanthorpe, Tenterfield, Texas, and Warwick, and it encompasses the Girraween and Bald Rock national parks, as well as many other smaller towns and villages.  ***Opinions may vary as to where the Granite Belt Region begins and ends. For our purposes and to simplify things this unit will consider an area from Dalveen to Wallangarra.***  These websites will also be useful for the Science and HASS elements of the unit, so familiarity with them and building on related literacy skills will support further learning.  *“It is that range of biodiversity that we must care for - the whole thing - rather than just one or two stars.” David Attenborough*  **Biodiversity** is the variety of all living things on Earth, including plants, animals and microorganisms. It means that there are many different types of living things in the world and they all play an important role in keeping our planet healthy. Think of it like a big puzzle with many different pieces, each one representing a different kind of living thing. Without all of the pieces, the puzzle wouldn’t be complete. |
| SCIENCE | | | |
| ***Biological Sciences***  Students investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions.  [AC9S6U01](https://v9.australiancurriculum.edu.au/search?TTN=q%3DAC9S6U01&on=AC&AC=q%3DAC9S6U01%26pageOffset%3D0)  ***Nature and development of Science***  Students examine why advances in science are often the result of collaboration or build on the work of others  [AC9S6H01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6H01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)  ***Use and Influence of Science***  investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions  [AC9S6H02](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)  ***Questioning and predicting***  Students pose investigable questions to identify patterns and test relationships and make reasoned predictions  [AC9S6I01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6I01&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 1***  *We understand the terms biodiversity, habitat and ecosystem.*  **The term “biodiversity.”**  **Clues:** Our learning area is Biology. Bio means life and logus means study of  Biology - the study of living things  Biography - a life story written about someone  Autobiography - auto = self - a life story I write about myself.  In Learning Teams discuss your ideas about the meaning of “Biodiversity.”  Share responses, encourage examples and questions.  Watch the YouTube [“What is Biodiversity?” By David Attenborough.](https://www.youtube.com/watch?v=b6Ua_zWDH6U)  This video is also another great example of persuasive text, and the use of images and facts are very powerful in getting the message across.  Notes from video for discussion in Learning Teams. Encourage students to also write down their questions and concerns.:  **THE BIG WORLDWIDE PICTURE**   * Biodiversity is the totality of all life on Earth * When biodiversity is healthy, we are all better off. * We need forests over 1/3 of the planet.   In the last 50 years:   * Habitats have been lost * Whole species have been lost. * Reduced populations of animals by 60%   As a whole class, collate some of the common elements of their discussions as well as questions.  Come to agreement about understanding of the concept of biodiversity. Also ensure the students know the difference between an ecosystem and a habitat.  Follow up activities:   * Collation of thinking could be displayed on classroom wall. * Questions and answers could also be displayed, particularly those that have not yet been answered, for working on during the unit. * There may be emotional responses now or at another time within the unit. When you think this is occurring, Provide an A3 sheet on the wall and sticky notes. Ask the students to write their responses, feelings about the topic so far and stick them on the poster (anonymously). Hopefully, negative responses or stressful emotions will be addressed by the content of the unit and student participation. |  |  |
| ***Planning and conducting***  Students plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place  [AC9S6I02](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6I02&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 use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate  [AC9S6I03](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6I03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)  ***Use and Influence of Science***  Students examine why advances in science are often the result of collaboration or build on the work of others.  [AC9S6H01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6H01&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 investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions  [AC9S6H02](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6H02&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 understand the relationship between species in a local habitat and the importance of the biodiversity for the health of the habitat.*  (We have discussed the worldwide biodiversity situation. Now we look closer to home and investigate the biodiversity of local habitats.)  **Revise Food Chains and Food Webs.**  Students construct a food web for a local natural environment. They may choose from any including   * local creek * wild area at home or on a farm property * golf course * bushland * waterhole   **Ask:** What would happen to the flow of energy in your habitat if one physical condition changes?  Consider what the condition might be for example, *a drought, flood, fire, one species in the web become extinct, human clearing of the land, introduced /feral species such as foxes who become the apex predator.*  *Look at cause and effect patterns.* In each case what changes? e.g., flood changes the soil, the amount of water, which affects .......  Fire changes temperature, air quality and burns plants and animals, which affects the balance of the food web, the survival of the living things in that habitat.  Human clearing destroys all natural vegetation which affect the soil, the energy flow within the habitat. Larger living things lose their habitat and if possible, try to find somewhere new.  **Activity 2**  After discussion, students choose a physical change and write a paragraph below their food web about the consequences of this change. In Learning Teams, they present and discuss the food webs and consequence of a physical change in that habitat  The work may then be displayed  Discuss the drought and fires of recent years as well as local flooding events. Students will have personal stories to share. Focus on the effects to the wildlife.  Share the following information as an example.  *A major impact of climate change on biodiversity is the increase in the intensity and frequency of fires, storms, or periods of drought. In Australia at the end of 2019 and start of 2020, 97,000km2 of forest and surrounding habitats were destroyed by intense fires that are now known to have been made worse by climate change. This adds to the threat to biodiversity which has already been placed under stress by other human activities.  It is thought that the number of threatened species in the area may have increased by 14% as a result of the fires.*  ***Extension ideas and activities***  Investigate more fully changes in physical conditions and how they impact on local wildlife.   * **Introduced species** compete with native wildlife for **food, habitat, shelter.** This includes introduced plants which are a big problem in woodlands and water habitats. They squeeze out the native species, pollute waterways and affect physical conditions for native species. * **Pollution** of waterways and other natural habitats causes physical harm to native species and impacts on the overall health of a natural system. * **Human interference includes** cutting down trees and bushland, changing the composition of soil, urbanisation, mining, to name a few examples. * **Drought** not only results in loss of water resources but also leads to plants dying off, erosion and loss of soil, increased salinity in the soil**.** Droughts can destroy habitats and wildlife.   **Endangered species are at greatest risk to changes in their habitat because they cannot adapt to changes quickly enough on their own. Protective intervention is required.** | Food Chains and Food Webs: see Yr 4 unit for ideas and resources if required | **NOTE:** Greg Thouard is the Chairperson of The Stanthorpe Shire River Improvement Trust. He has a wealth of knowledge about the history and management of this system which stretches from the Severn River in the South to Pike’s creek tributaries and comprises hundreds of kilometres of waterways.  If the local waterways have become an area of interest for your class Greg would be most happy to talk to them about the physical changes to the system over the years and how they have actually improved the health and biodiversity of the creek system.  The work being done by  The Stanthorpe Shire River Improvement Trust is a perfect example of scientific knowledge being used by the community to protect local biodiversity [AC9S6H02](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6H02&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 3***  *Within the topic of changing physical conditions in a habitat, we investigate programs that assist in controlling these conditions and/or protecting native species who have become endangered partly because of changes in the physical conditions of their habitat.*  **Ask:** What can we do to protect our local habitats from bushfires?   * Follow fire plans at home * Fire management: Scientists have been working with Indigenous land managers in Australia to incorporate traditional fire management practices, such as cool burning, into modern fire management strategies. By doing so, they have been able to reduce the severity and extent of wildfires and promote the health of ecosystems.   ([AC9S6H01](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6H01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick), [AC9S6H02](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick))   * If safe to do so, organise shelter and aid for injured animals. * Fire breaks on properties * Wildlife corridors of properties and farms especially those that are adjacent to bushland, National Parks.   Watch the video and discuss: <https://www.qfes.qld.gov.au/planning-and-compliance/bushfire-planning>  Students navigate and investigate fire management programs in Queensland, writing down 3 facts to share. <https://parks.des.qld.gov.au/management/programs/fire-management> | **Resources**  Other protective and management models in the Granite Belt  <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?** | ***Folder of old photographs of Quart Pot Creek and Storm King Dam in***  ***Photographs Folder*** |
| **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) | **Case Study of protective programs for an endangered animal: The Eastern Spotted Tailed Quoll**  Note: There will probably be divided viewpoints on the role of the quoll in the local area. Some students may have experienced loss of chickens or other domestic stock because of quoll attacks. This case study will be approached with that in mind and a  request for open mindedness from everyone.  Watch the short video about Niquoll the spotted-tailed quoll keeps in shape.  While watching have students make notes about  her external features  Her behaviour  Her habitat  Discuss findings including .....  Did anything about the quoll surprise you?  Why do you think she has that colouring and spots?  What do you already know about quolls?  Make a note of questions students may have about the quoll.  In Learning teams, students write up a profile with what they already know about the quoll (note form). 1 profile per team.  For example:   |  | | --- | | **The Quoll**  Fierce eats possums  Eats other animals climbs  Cruel lives in the bush  Clever uses camouflage |   They will keep this profile and as they learn new facts will add them. They can also subtract or rewrite any knowledge that changes or is proved to be wrong. If possible, students stay in their Learning Teams and work together for the remainder of the  Science content.  Go to website” Quoll Society of Australia  <https://www.quollsa.org/>  and together read the introduction.  Discuss  Learning Teams add new information to their profile.  **Ask:** If the quoll is Australia’s top native predator it would be right at the top of every food web. So why is it endangered?  You may get a variety of theories. More research is required.  Have the students investigate using this website, to find out why the quolls are endangered.  Once found, list the threats to the quoll in the profile:   * Habitat destruction * Foxes * Wild Dogs * Vehicle strike   Ask: How many of those threats are humans responsible for? Indirectly in some instances, all of them.  What is the Quoll society doing to protect the quoll?  Discuss these measures. Consider how local people are asked to help, by creating corridors on their properties to help the quolls move safely and to connect with other quolls.  Other threats to the Quoll include having to compete in their habitat for food.  **Display** the Food Web that also includes feral or introduced animals. The quoll has to share the food supply with other carnivores, most of whom are much bigger. That means  the quoll must travel at night further afield to look for food.  A physical change, such as a drought, fire, flood, human destruction of habitat, will also result in food shortages.  In such circumstances the quoll will resort to a feed of chicken - as will the foxes, wild dogs and dingoes.  **Watch**  <https://www.youtube.com/watch?v=DLvPBFMn_BY>  Spotted Tailed Quolls introduced into Mulligan’s Flat  4m 17s  As they watch have students add new facts about the spotted-tailed quoll to their profile.  What problems were identified?  What were the responses to the problem?  How are decisions being made?  As a class discuss and fill out the table - teacher model.   |  |  |  | | --- | --- | --- | | Identify problems | Small native species being killed by feral animals | No Apex predator in the habitat | | Solution | Flush out the feral animals, a build electric fence | Introduce 2 Spotted-tailed Quolls | | Continued response | Maintain, check fence | Watch, research, record | | Decision | Release back into the wild when the small animals have developed skills to evade predators. | |   It is a fact that if the quoll can’t find its usual food, it will hunt more widely, and as a result, chickens may be taken.  **How** can we protect our domestic chickens from quolls?  Brainstorm ideas  (Hopefully someone will suggest a quoll proof chicken coop).  **Activity:**  In Learning **Teams design a quoll proof chicken coop**. Use the factsheet for information about their features and behaviour so that you can incorporate that information into the design. Talk about materials, number of chickens, size, location, etc. (OR you could have the students in their LTs come up with all the things they need to consider.)  **Sketch out and label** the features of your design.  Students share designs and give positive feedback to the designers.  There are commercial quoll proof chicken coops. Students can compare theirs with those products and consider their achievement next to the ones on the market.  **Reflection:**  What have you learned about quolls that you didn’t know before?  How do you feel about quolls now? Has your point of view changed?  Would you help protect quolls? How?   * talk about quoll proof coops at home * encourage family to think about wildlife corridors, if you have a property. * learn more about them * contact the quoll society - you might be able to go spotlighting with them next time they are out our way.   **Activity**  There are many animals that are vulnerable or endangered in the Granite Belt Area. Here are a few: *brush-tailed rock wallaby; greater glider; death adder; swift parrot; regent honeyeater; border thick tailed gecko; koala; platypus; tusked frog; New England tree Frog; Murray cod; Granite boronia; Wallangarra White Gum; black grevilia*.  In Learning Teams, or individually students choose one of these endangered species and research what is being done by scientists, ecologists or communities to protect and conserve the species. Their research can be presented in any format you wish. There are relevant Videos and websites in **Resources** or you may prefer that some students find them and others on their own. There is also a factsheet on every creature and plant listed here.  Conclude with presentation of information by the students.  Their findings could also be included in the assessment items.  ***BONUS ACTIVITY: This is also in the Yr 5 unit but your students would benefit from it too. It can replace an activity or be an extra one.***  **As a class, investigate the situation of the Regent Honeyeater which is a critically endangered bird of 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.*  **Reflection:**  **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. * 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. * Build nesting boxes, bee hotels at school or at home * Plant a native garden at school or at home.   ***Possible Follow long term up activity:***  **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/**](https://aussiebirdcount.org.au/) * **Frog ID count also has teacher resources**[**https://www.frogid.net.au/schools**](https://www.frogid.net.au/schools) 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 | **Resources:**  Niquoll the Spotted-Tailed Quoll keeps in shape  **1m 14s**  <https://www.youtube.com/watch?v=DLvPBFMn_BY>  Spotted Tailed Quolls introduced into Mulligan’s Flat  4m 17s  Quoll Society of Australia  <https://www.quollsa.org/>  Paul Revie  Ecologist & Zoologist  Phone: 0409 766 201  Email: [info@quollsa.org](mailto:info@quollsa.org)  <https://www.gbsan.org.au/wfgb>  protection of local species such as the spotted-tailed quoll  **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.wwf.org.au>  WWF-Australia  Central greater glider  [*https://www.wilderness.org.au/iconic-places/tasmanias-forests*](https://www.wilderness.org.au/iconic-places/tasmanias-forests)  *Protecting Tasmania’s forests which are breeding places for Swift Parrots.*  <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 National Park 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.wires.org.au/>  Wires  *koala*  <https://www.youtube.com/watch?v=W6g48VFPqqU>  What is a Greater Glider? Includes measures to protect and conserve  2m 55s  <https://www.business.qld.gov.au/industries/farms-fishing-forestry/agriculture/biosecurity/animals/invasive/other>  Management of Other invasive animals  Queensland Government: Business Queensland  **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>  **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> * 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.  <https://www.youtube.com/watch?v=GM6sTd_E2Ts>  Four ways of germinating native seeds  5m 30s  <https://www.youtube.com/watch?v=3ybM0I9xZvI>  Growing natives from seeds Gardening Australia 7m23s  <https://www.youtube.com/watch?v=2-TNAt92WTw&t=15>  Granite Borders Landcare How to propogate Australian Natives  <https://www.youtube.com/watch?v=feF5r9ZDUJk>  <https://www.wwf.org.au>  WWF-Australia  <https://www.youtube.com/watch?v=OXkofBSOtOg&list=PLZsEowe0J9jxd_H7TlOTXYKGWVJBHxWt9>  Create a bee hotel  <https://www.youtube.com/watch?v=BDXqiLe2H4U&list=PLZsEowe0J9jxd_H7TlOTXYKGWVJBHxWt9&index=6>  Research: Where is the best place to place the bee hotels?  Think about - temperature; location of food; protection | *QuollSA also go spotlighting at times in Girraween. There is an open invitation for anyone who would like to join them on a spotlight night.*  Other useful websites for the Science unit  **Bonzle Digital Atlas of Australia**  [**http://www.bonzle.com/c/a**](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**](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!**  The Factsheets folder in General Resources provide a wealth of information on endangered and other species within the Granite Belt |
| HASS | | | |
| **Civics and Citizenship**    Students investigate the roles and responsibilities of the 3 levels of government in Australia  [AC9HS6K07](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-6/content-description?subject-identifier=HASHASY6&content-description-code=AC9HS6K07&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 1**  *We investigate the role that local, state and federal governments play in protection of species and biodiversity.*  Learning teams’ discussion - 5 mins for each question. One member takes notes.  Q1. What do you think the Local Council could or should be doing to protect the natural habitats and wildlife?  Q1. What do you think the Queensland State Government could or should be doing to protect the wildlife habitats and wildlife?  Q1. What do you think the Federal Government could or should be doing to protect the natural habitats and wildlife?  Share as a whole class. Put all the information together so that there is 1 list for each level of government.  You can do the next part in a few ways e.g.   * each LT takes a level of government to research. If you have 6 teams then 2 per level. * Each team could research every level. * Model one level as a whole class activity and then divide the other two between LTs   Before researching, consider topic related search words in order to navigate these large websites.  Some may include environment, natural resources,  Biodiversity, native species, feral or introduced species,  How might the information be presented?  Policy, bills, Action Plan, etc (or you may prefer to have them find this out for themselves)  Once the information has been located and selected, as a class determine what is being done, future plans etc.  Students discuss the findings and decide which level of government is doing the most to support the biodiversity in the Granite Belt.  **Reflection**  Could more be done? What and by whom? What is your area of most concern? What can we do about some of our concerns?  Encourage students to take action - a persuasive letter or clearly researched argument to a government representative? If they are happy with everything, perhaps a letter of thanks to the Mayor, state member, etc. | <https://www.sdrc.qld.gov.au/>  Southern Downs regional Council  [www.qld.gov.au](http://www.qld.gov.au)  Queensland State Government  www.australia.gov.au  Australian Government |  |
| VISUAL ARTS | | | |
|  | *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. * Animals/birds in nesting boxes within their habitat as an example of species protection and conservation   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 which may include ...   * 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.** |