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| **STUDENT UNIT PLANNER** |
| **Year Level:** | 7 | Student check list: 🗹 when you know… |
| **Subject:**  | Science | [ ] Assessment due dates[ ] The learning goals and success criteria for this term [ ] Changes to routines e.g. public holidays[ ] When revision lessons will occur |
| **Term/Year:** | **2/ 2020** |
| **Unit Title:**  | Classification, Food Chains & Food Webs –*Organising Organisms* |
| **Assessment:** | Assessment: **Tests** during Weeks 5 & 9 |
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| **Student Achievement:** Last unit, I achieved an overall \_\_\_\_\_\_\_\_\_ result. At the end of this unit, I am aiming to achieve an overall \_\_\_\_\_ result.  |
| **WK** | **Wk. Beg** | **Holidays or variations this week** | **Lesson 1** | **Lesson 2**  | **Lesson 3**  |
| **1** | 20 Apr. 19 |  | **Term Organisation**Term Planner, LGs & SC and Assess. | **LG1: Classification SC 1,2,6,7*** Identify reasons for classifying and everyday examples
* ‘Buttons’ grouping task
 | **LG1: Explore Living vs Non-living Things** **SC 3,4,5*** Set up Cosmos Science: ‘Classification’
* Characteristics of living things
* ‘Can I Survive’ worksheet
* Why scientists classify living things
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| **2** | 27 Apr. 20 |  | **LG1: Classification SC 6,7*** Sorting common objects using characteristics
* Designing a classification scheme
 | **LG2 – Hierarchical System SC 8, 9, 10*** How classification systems have changed
* 5 Kingdom System
* Dividing the Animal Kingdom – vertebrates/invertebrates
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| **3** | 4 May. 20 | **Labour Day** 4 May | **Labour Day** | **LG2: Hierarchical System**  **SC 11,12,13, 14, 15*** 5 divisions of vertebrates – mammals, fish, reptiles, birds, amphibians
* Hierarchical System
* Naming organisms – Genus/Species
 | **LG2: Hierarchical System** **SC 11,12,13, 14, 15*** 5 divisions of vertebrates – mammals, fish, reptiles, birds, amphibians
* Hierarchical System
* Name organisms – Genus/Species
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| **4** | 11 May. 20 | **NAPLAN** | **LG 3: Using Keys to Classify**  **SC 16, 17, 19*** Use Dichotomous Keys and define what a couplet is.
 | **LG 3: Using Keys to Classify – Branching**  **SC 19*** Use branching keys to identify
* Creating branching keys to classify
 | **LG 3: Using Keys to Classify - Written** **SC 18, 19*** Record written keys to classify
* Create written keys to classify
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| **5** | 18 May. 20 |  | **LG 1 -3 Classification SC 1-19**Revision | **LG 1 -3 Classification SC 1-19**Revision – *Cosmos Science* | **LG 1 -3 Classification****ASSESSMENT – TEST** |
| **6** | 25 May. 20 |  | **LG 4: Food Chains**  **SC 20, 21*** Set up *Cosmos Science*:
* Terminology
* Construct basic food chains
 | **LG 4: Food Chains** **SC 21, 22*** Construct food chains using a variety of habitats eg. Marine, Australian animals, etc
* Producers and consumers

 | **LG 4: Positions in a Food Chain** **SC 22, 23*** Classify organisms according to their position in the food chain
* Identify different types of consumers (herbivores, carnivores, omnivores, decomposers)
* Identify feeding/trophic levels
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| **7** | 1 Jun. 20 |  | **LG4: What is a Food Web?** **SC 24*** Recall terminology
* Construct a basic food web
 | **LG4: Food Webs** **SC 24*** Construct food web
* Interpret a food web
 | **LG4: Changes to Food Webs** **SC 24, 25*** Construct & interpret a food web
* Predict changes to a food web
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| **8** | 8 Jun. 20 | **Nambour Show Hol.**12th June | **LG4: Human Impact** **SC 26, 27, 28*** Recall terminology; impact, invasive, introduced, pest
* Identify ways humans impact an ecosystem
 | **LG4: Human Impact** **SC 30*** Investigate the effects of introduced species (cane toads)
 | **Show Holiday** |
| **9** | 15 Jun. 20 |  | **LG 4-5: Food Chains, Webs & Impacts** **SC 20 - 30**Revision | **LG 4-5: Food Chains, Webs & Impacts** **SC 20 - 30**Revision | **LG 4-5: Food Chains, Food Webs & Human Impact****ASSESSMENT - TEST** |
| **10** | 22 Jun. 20 |  | **LG5: Human Effects****SC 29*** Fire and aboriginal people
 | **Food Chains & Webs and Classification*** Various enrichment activities & games
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