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| **Year:** | **7** | **Unit:**  | **BIOLOGY - Organising Organisms** |
| **Subject:** | **Science** | **Assessment:**  | **Tests – week 5 (classification) and week 9 (food chains, food webs and human impact)** |
| **LG** | **LEARNING GOALS and SUCCESS CRITERIA** |  |
| **1**3Lessons | **SC1** | I can **define** the terms : classify, living, non-living, organism, characteristic, similarity, difference |  |
| **SC2** | I can **explain** classification and **identify** at least two everyday examples of where it is used  |
| **SC3** | I can **identify** at least 3 examples of living things and 3 examples of non-living things |
| **SC4** | I can **recall** the 7 characteristics of living things, and **describe** at least 3 of these |
| **SC5** | I can **consider** at least 3 reasons why scientists classify living things |
| **SC6** | I can **classify** objects and organisms into groups and list the characteristics used for each group |
| **SC7** | I can **design** a classification scheme to sort a variety of objects/organisms into groups based on their similarities and differences. |
| **LG1** | **Students will understand that classification is the grouping of similar objects into groups based on their similar characteristics.** |
| **2**4Lessons | **SC8** | I can **define** the following terms: vertebrate, invertebrate, hierarchy, binomial |  |
| **SC9** | I can **understand** that classification systems have changed over time and **recognise** the 5 kingdom system |
| **SC10** | I can investigate classification systems used by Aboriginal and Torres Strait Islander peoples, and explain how they differ to those used by contemporary science (with respect to approach and purpose) |
| **SC11** | I can **name** the 3 major kingdoms: Animal, Plant and Fungi, and **list** at least 2 examples of each.  |
| **SC12** | I can **identify** that the backbone is the key physical characteristic that sorts the animal kingdom into vertebrates (Phylum Chordata) and invertebrates ( eg Arthropoda – insects) |
| **SC13** | I can **name** the 5 groups of vertebrates (mammals, birds, reptiles, fish and amphibians) and give at least 2 examples of each |
| **SC14** | I can **list** in order the hierarchical system of classification from general to specific (Kingdom, Phylum, Class, Order, Family, Genus, Species) |
| **SC15** | I can **use** the binomial naming system (Genus, Species) to **identify** and give the correct scientific name for an organism from information provided. |
| **LG2** | **Students will understand that living things can be organised using a hierarchical system of classification.** |
| **3**3Lessons | **SC16** | I can **define** the following terms: dichotomous, couplet |  |
| **SC17** | I can **explain** how a dichotomous key uses a couplet at each level to create the next division |
| **SC18** | I can **distinguish** between a branching key and a written key |
| **SC19** | I can **use** a provided key to **identify** an organism |
| **LG3** | **Students will understand and be able to use different keys to identify organisms.** |
| **4**6Lessons | **SC20** | I can **define** the following terms: food chain, decomposer, food web, trophic level, producer, consumer, herbivore, omnivore, carnivore, decomposer, microorganism, habitat, food web |  |
| **SC21** | I can **construct** a simple food chain from provided information and **label** the producers and consumers |
| **SC22** | I can **distinguish** between the different types of consumers ( herbivores, carnivores, omnivores, decomposers) and the different feeding/trophic levels |
| **SC23** | I can classify organisms of an environment according to their position in a food chain |
| **SC24**  **SC25** | I can **construct** and **interpret** a food web to show relationships between organisms in an environmentI can **predict** how changes to a food web has an effect on the population of organisms  |
| **LG4** | **Students will understand that food chains and food webs can show the interactions that occur between living organisms.**  |
| **5**3Lessons | **SC26** | I can **define** the following terms: impact, invasive, introduced, pest |  |
| **SC27** | I can **identify** at least 5 ways that humans have impacted ecosystems , for example, deforestation, pollution, introduced species |
| **SC28** | I can investigate Aboriginal and Torres Strait Islander peoples’ responses to the disruptive interactions of invasive pest species, and explain their effect on important food webs that many communities are a part of, and depend on, for produce and medicine |
|  **SC29** | I can **research** the use of fire by traditional Aboriginal people |
| **SC30** | I can **investigate** the effects the introduction of cane toads has had on the environment and other living things |
| **LG5** | **Students will understand the effects humans have had on living systems.** |