Tuesday 01.03.2013

<table>
<thead>
<tr>
<th>AWARENESS</th>
<th>CONNECTION</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rise and Shine</strong></td>
<td><strong>6.30 am</strong></td>
<td><strong>Rise and Shine</strong></td>
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<tr>
<td><strong>Observing Birds/ Using Binoculars [?]</strong></td>
<td><strong>PT/CT</strong></td>
<td><strong>PT/CT</strong></td>
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<tr>
<td><strong>Learn how to use binoculars</strong></td>
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<tr>
<td><strong>Observe birds in gardens and on rainforest edge</strong></td>
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<tr>
<td><strong>Identify sources of water for local birds</strong></td>
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<tr>
<td><strong>Cooked Breakfast</strong></td>
<td><strong>7:30 am</strong></td>
<td><strong>Continental Breakfast</strong></td>
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<td></td>
<td><strong>7:30 am</strong></td>
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<td></td>
<td><strong>EXPLORE Report on a Waterway [63] / Water Quality Testing [45]</strong></td>
<td><strong>PT/CT</strong></td>
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<td></td>
<td><strong>Sci, Y07, U1, V20, Water 3</strong></td>
<td><strong>PT/CT</strong></td>
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<td></td>
<td><strong>Go to Benham’s Creek &amp; repeat activities done at Wet Creek</strong></td>
<td><strong>PT/CT</strong></td>
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<td></td>
<td><strong>Complete water quality worksheets &amp; riparian assessment</strong></td>
<td><strong>PT/CT</strong></td>
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<td></td>
<td><strong>Add any details to Connected Map &amp; keep a representative sample of invertebrates</strong></td>
<td><strong>PT/CT</strong></td>
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<td></td>
<td><strong>Compare any differences in water quality with Wet Creek</strong></td>
<td><strong>PT/CT</strong></td>
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<td></td>
<td><strong>Calculate the stream pollution index and return to the Centre</strong></td>
<td><strong>PT/CT</strong></td>
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<tr>
<td><strong>BYO Lunch</strong></td>
<td><strong>Water Slideshows [62] Sci, Y07, U1, V20, Water, 1,3</strong></td>
<td><strong>11:30 am</strong></td>
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<tr>
<td><strong>Move personal gear to cabins</strong></td>
<td><strong>CT/Adult Helpers</strong></td>
<td><strong>CT/Adult Helpers</strong></td>
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<tr>
<td><strong>Introduction to assessment tasks - compare &amp; contrast report, science journal, report card on a waterway, water cycle diagram, Connected Map Sci, Y07, U1, V20, Water 3</strong></td>
<td><strong>Review TWLH chart &amp; Connected Map in science journal (begun at Pre-Visit [61])</strong></td>
<td><strong>Review TWLH chart &amp; Connected Map in science journal (begun at Pre-Visit [61])</strong></td>
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<tr>
<td><strong>Engage Report on a Waterway [63] / Water Quality Testing [45]</strong></td>
<td><strong>PT/CT</strong></td>
<td><strong>PT/CT</strong></td>
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<tr>
<td><strong>Sci, Y07, U1, V20, Water, 3</strong></td>
<td><strong>Sci, Y07, U2, V20, Water Treatment 1</strong></td>
<td><strong>Sci, Y07, U2, V20, Water Treatment 1</strong></td>
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<td><strong>Discuss the abiotic parameters to be measured, water quality standards, the effect on water quality &amp; the equipment to be used. Outline rotation &amp; starting activities.</strong></td>
<td><strong>Compare a ‘Story of a River’ activity – reserve contaminated water samples</strong></td>
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<td><strong>Walk to Wet Creek to collect macro invertebrates &amp; test water</strong></td>
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<td><strong>Complete water quality recording &amp; riparian vegetation assessment</strong></td>
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**SCIENCE AS A HUMAN ENDEAVOUR**

- Science knowledge can develop through collaboration and connecting ideas across the disciplines of science (ACSH222).
- Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSH223).
- Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (ACSSU223).

**Nature and development of science**

- People use understanding and skills from across the disciplines of science in their occupations (ACSI122).
- Science knowledge can develop through collaboration and connecting ideas across the disciplines of science (ACSH222).
- Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSH223).
- Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (ACSSU223).

**SCIENCE UNDERSTANDING – UNITS ONE & TWO**

- Some of Earth’s resources are renewable, but others are non-renewable (ACSSU113).
- Water is an important resource that cycles through the environment (ACSSU114).

**Use and influence of science**

- In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task (ACSIS126).
- Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (ACSIS124).

**Biological Sciences**

- There are differences within and between groups of organisms (ACSSU112).
- Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU113).

**Evaluating**

- Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method (ACSSU113).
- Use scientific knowledge and findings from investigations to evaluate claims (ACSIS132).

**Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management** (ACSSU223).

**Biological Sciences**

- There are differences within and between groups of organisms (ACSSU112).
- Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU113).

**SCIENCE UNDERSTANDING – UNITS SEVEN & EIGHT**

- Identifying classification, dichotomous keys & water quality
- Complete assessment task
- “Story of a River”
- ‘Connected Map” – potential to follow up with construction of a food web as a Post-Visit activity (even as part of an “incursion” by PEEC teachers in Term Four?)

**Feedback**

- Use student responses to activities about water throughout the teaching and learning sequence to monitor students’ capacity to:
  - collect data over a period of time
  - understand that different areas of the world have different water needs and wants
  - display graphical information using computer software

**LESSON 4 INVESTIGATION #2 – PROJECT LANDFORMS**

- Complete project on landforms (Focus on erosion, land management & sustainability)

**Before PEEC**

- What learning will already have taken place in the classroom?
- Classroom lessons will include:
  - All Unit One V2.0, Lessons except Lessons 1, 2 & 3 (Water as a resource, water cycle & water quality)
  - Any Unit Two Lessons except Lessons 1 (Story of a River/ mystery filter)

**Assessment**

- C2C assessment task i.e. compare and contrast report (year level cohort moderation of compare and contrast report at the end of Term One)

**After PEEC**

- Rest of Unit Two Lessons
- Complete assessment task
- Follow-up lessons available during Post-Visit a month after excursion & in Term Four

**Summary**

- Complete project on landforms (Focus on erosion, land management & sustainability)
- "Connected Map" – potential to follow up with construction of a food web as a Post-Visit activity (even as part of an “incursion” by PEEC teachers in Term Four?)
- Science Journal, including TWLH & reflection questions
- ‘Report Card’ on a waterway – at 2-4 different sites – using multimedia to collect data/ display graphical information (U2 V1.1)
- Water quality testing worksheet (C2C Science U1_L3)
- Water use survey (C2C Science Unit 2 V1.1 L3)

**PALUMA EEC**

- Provide GTMs for each of the additional assessment tasks as required

**Science knowledge can develop through collaboration and connecting ideas across the disciplines of science** (ACSH222).

**Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations** (ACSH223).

**Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management** (ACSSU223).