

<p><b>Context</b></p>	<p><b>DINOSAUR DETECTIVES</b>  <b>Life Pathways and Active Citizenship</b>                  (Collaborating with peers and others) - 2;3;4 (5?)                  (Developing initiative and enterprise) -5  <b>Multiliteracies and Communications Media</b>                  (Blending traditional and new communications media) -1;2;4                  (Making creative judgments and engaging in performance) -1;3;4  <b>Curriculum Organisers</b>                  (Mastering literacy and numeracy) -1;2;3;4;5  <b>Active Citizenship</b>                  (Interacting within local and global communities) -1;2;5                  (understanding the historical foundation)-1 -5  <b>Environments and Technologies</b>                  (Developing a scientific understanding of the world) -2                  (Building and sustaining environments) -2</p>
<p><b>Deep Knowledge and Deep Understandings</b></p>	<p>Students will clarify their ideas and concepts about living and non-living things                  * Students will make observations about how living things are affected when their needs are not met                  * Students will develop an awareness that problems have a variety of solutions</p>
<p><b>Significant Questions to be Answered</b>                  RICH TASK/S TO Demonstrate Repertoires of Practice</p>	<p>What past and present influences have determined the ecosystem?                  How does this affect our world today?                  How can I influence my community?                  1.2 Endangered Species                  School Tasks -Environmental playmaking; Narrative Powerpoint</p>
<p><b>Integrating Device</b></p>	<p>Create a dinosaur museum</p>
<p><b>Major Maths Content</b></p>	<p>Sequencing      Sorting and Classifying                  Data Collecting      Graphing</p>
<p><b>Major Genre</b></p>	<p>Description / Recount / Computer Interaction</p>
<p><b>Science Content</b></p>	<p>Environmental - life cycles, food webs</p>
<p><b>SOSE Content</b></p>	<p></p>
<p><b>ARTS Content</b></p>	<p>painting / modelling / playacting</p>
<p><b>Context Parameters</b></p>	<p>Learning Technology - Students will work individually with peer assistance when needed.                  Students will work in small groups and as a class to demonstrate sharing and co-operation skills.</p>

**Focused  
Productive Pedagogies**

Recognition of Difference

\*active citizenship

Connectedness

\*background knowledge \*Problem-based curriculum

Intellectual Quality

\*Higher Order Thinking \*Deep understanding

\*Substantive Conversation \*Metalanguage

Supportive Classroom Environment

\*student direction \*social support

\*academic engagement \*self regulations

\*explicit quality performance criteria

**Explicate  
Multiliteracies**

Information Literacy Processes - • Defining task; • Locating information; •

Selecting relevant information; • Organising information; • Presenting; • Assessing

Computer Literacy - • Powerpoint - incorporating sound and graphics; • Excel -

presenting graphs; • Story software

Visual Literacy - • Picture books; • Photos, posters, scenery; • Videos; • Props

Traditional Literacy - • Traditional tales; • Historical explanations; • Recording

journal

Critical Literacy - • Evaluating problem and solution; • Values and attitudes; •

Self and peer assessment; • Character perspective

**Focused  
Repertoires of  
Practice**

MULTI-MEDIA PRESENTATION OF AN ENDANGERED SPECIES

121. Classifying ideas and information

122. Collecting and collating data

123. Comprehending the concept of ecological interrelatedness

124. Comprehending the concept of environmental responsibility

125. Dealing in an orderly manner with the parts of a complex whole

126. Presenting a persuasive argument

127. Reporting data without bias or distortion

128. Setting out information in a cohesive report

129. Structuring an argument

1210. Understanding the potential of media technologies

113. Developing a knowledge of one's relationship to surrounding communities

115. Employing appropriate communication strategies for audience and content

119. Using a wide range of vocabulary

1110. Using correct spelling, punctuation and grammar

136. Recalling/remembering a sequence

138. Taking, collating and making sense of measurements

139. Working cooperatively to achieve a common goal

152. Conceiving, designing and executing

156. Explaining to others face-to-face and spontaneously

1158. Setting out/arranging/displaying

**Opportunities exist  
for the development  
of these  
Repertoires of  
Practice**