

<p>Context</p>	<p style="text-align: center;">SPACE:</p> <p style="text-align: center;">EXTENDING OUR BOUNDARIES</p>
<p>Main Curriculum Organiser</p>	<p style="text-align: center;">Environments and Technologies (Developing a scientific understanding of the world) -2 (Building and sustaining environments) -2 (Working with design and engineering technologies) -5</p>
<p>Minor Organisers</p>	<p style="text-align: center;">Multiliteracies and Communications Media (Blending traditional and new communications media) -1;2;4 (Making creative judgments and engaging in performance) -1;3;4 (Mastering literacy and numeracy) -1;2;3;4;5 (Communicating using languages and intercultural understandings) -3</p>
<p>School Rich Task/s to Demonstrate Repertoires of Practice</p>	<p style="text-align: center;">Performing Arts / Narratives</p>
<p>Related School Tasks</p>	<p style="text-align: center;">#3 Narrative</p>
<p>Deep Knowledge and Deep Understandings</p>	<p style="text-align: center;">*Children live on Earth. *Earth is a part of a solar system, with the sun at its centre. *Our Solar System is a small part of a whole. *Students will investigate features of planets and the Solar System *Students will become aware of events in the timeline of Space Exploration *Students will use their imagination to create narratives using the Science Fiction genre</p>
<p>Significant Questions to be Answered</p>	<p style="text-align: center;">* Where is space? * Where do we live in space? * What do we need to live on Earth and in Space? * What are some features of objects in space? * What is Science Fiction? *What is the difference between fact and fiction?</p>
<p>Focused Repertoires of Practice</p>	<p style="text-align: center;">122. Collecting and collating data 128. Setting out information in a cohesive report 141. Comparing and contrasting 142. Empathising with characters in a story 143. Interrelating gestural, linguistic and spatial literacies 144. Negotiating with peers 145. Recording and plotting relationships 146. Transforming the written word into a dramatic presentation 147. Using diagrams to clarify and convey ideas</p>

<p>Integrating Device</p>	<p>Students will apply their knowledge of PowerPoint as a means of communicating information. They will prepare, and perform their work to others using the narrative genre, via play, computer, or written style.</p>
<p>Major Maths Content</p>	<p>Sequencing Sorting and Classifying Data Collecting Graphing Patterning</p>
<p>Major Genre</p>	<p>Science Fiction Description / Recount / Computer Interaction / oral presentation / note taking / Narrative writing</p>
<p>Science Content</p>	<p>Earth and Beyond Features of the Earth and Sky (Level- F 1 2) Changes to Features of the Earth (Level - 1 2)</p>
<p>SOSE Content</p>	<p>Strand: Time, Continuity and Change, Culture and Identity Telling Stories: Stories and Perspectives (Level 2)</p>
<p>The ARTS Content</p>	<p>Creating, Making and Presenting</p>
<p>Context Parameters</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>
<p>Focused Productive Pedagogies</p>	<p><u>Recognition of Difference</u> - *narrative *group identity <u>Connectedness</u> *knowledge integration *background knowledge *Connectedness to the world *Problem-based curriculum <u>Intellectual Quality</u> *Deep knowledge *Substantive Conversation <u>Supportive Classroom Environment</u> *student direction *social support *academic engagement *self regulations *explicit quality performance criteria</p>
<p>Explicate Multiliteracies</p>	<p><u>Information Literacy Processes</u> - • Defining task; • Locating information; • Selecting relevant information; • Organising information; • Presenting; • Assessing <u>Computer Literacy</u> - • Powerpoint - incorporating sound and graphics; • Story software <u>Visual Literacy</u> - • Picture books; • Photos, posters, scenery; • Videos; • Props <u>Traditional Literacy</u> - • Traditional tales; • Historical explanations; • Recording journal <u>Critical Literacy</u> - • Values and attitudes; • Self and peer assessment; •</p>