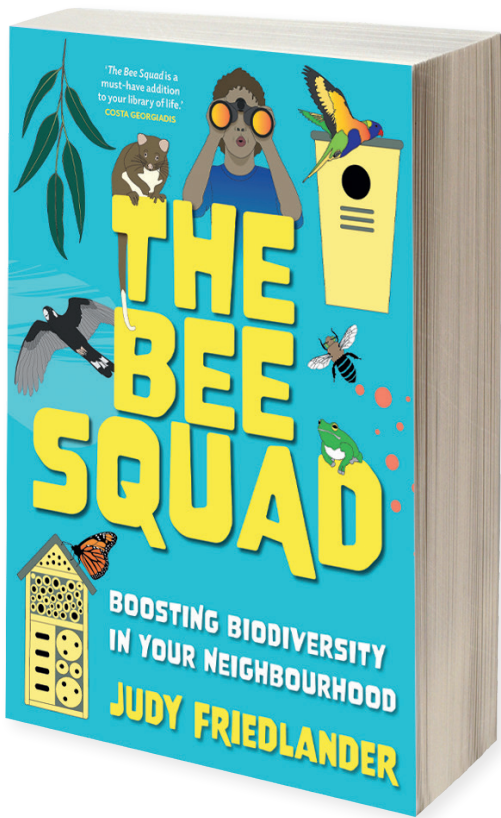


# TEACHER NOTES



## ABOUT THE BOOK

Children around Australia are taking charge. Come and join the revolution!

From Dunsborough on the coast of Western Australia to Sydney's suburbs, young people are discovering nature in their neighbourhoods and setting up nesting boxes for birds, cleaning up waterways, planting to attract bees and koalas, and building insect hotels. They're learning about the amazing native species around them and finding ways to protect them.

*The Bee Squad* features activities in every chapter and inspires you to take part in exciting adventures and projects that support threatened species by doing things like:

- ⇒ learning how to put together a nature sleuth toolkit
- ⇒ planting to attract pollinators
- ⇒ using the tally sheet to record flora and fauna sightings
- ⇒ following the tips to ace your wildlife photography

The best part is, you don't need to live near a national park or protected area to get involved – you can make a difference from your balcony, backyard, local park or school.

## RECOMMENDED FOR

Readers aged 8–14.

## THEMES

- ⇒ Nature and sustainability
- ⇒ Advocacy
- ⇒ Technologies
- ⇒ Creative communications
- ⇒ Real-world solutions
- ⇒ Outdoor education

**THE  
BEE  
SQUAD**



NEWSOUTH

# TEACHER NOTES

## PUBLICATION DETAILS

*The Bee Squad: Boosting biodiversity  
in your neighbourhood*

ISBN 9781742238227

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Teacher notes prepared by Nicole Lewis. All chapters feature activities. We have selected three examples with suggestions for further questioning that will facilitate additional research and prompt a deeper connection to the activity and learnings for students.

For more prompts and questions relating to the other activities in the book, email [BeeSquad@ps.org.au](mailto:BeeSquad@ps.org.au).



# TEACHER NOTES

## BUILD A BIODIVERSITY CORRIDOR: LEAFLET DROP ACTIVITY

**KEY LEARNING AREAS:** English; Humanities and Social Sciences; Art

This activity encourages students to feel like they can make a difference, no matter where they live. It encourages literacy, community connections, personal insights, creative and critical thinking and ethical understandings.

### TRY THIS



#### LEAFLET DROP

Dropping off leaflets in neighbours' letterboxes is one way to let them know what you are planning, and encourages them to get involved. Here's a template you might like to use.

##### HELP ME CREATE A NATURE CORRIDOR ON OUR STREET!

Hi!

My name is \_\_\_\_\_.

I live in your street.

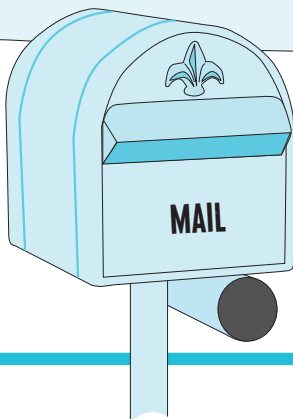
I am trying to create a native verge garden to help local biodiversity.

I am hoping my garden can be part of a nature corridor along the street, but I need your help to make it happen!

If you are interested, please contact \_\_\_\_\_ on

\_\_\_\_\_.

Thanks!



#### PROMPTS AND QUESTIONS:

- ⇒ What do your street verges or nature strips look like?
- ⇒ Can you imagine them featuring more nature?
- ⇒ How would you feel if you received this type of leaflet in your mailbox?
- ⇒ How do you think this leaflet may prompt others in the street to help biodiversity?
- ⇒ Can you think of other ways you and your neighbours could help biodiversity?

**General capabilities:** Literacy; Personal and Social Capability; Creative and Critical Thinking; Ethical Understanding

**Cross-curricular priorities:** Sustainability

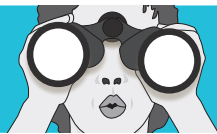
# TEACHER NOTES

## BECOME A CITIZEN SCIENTIST: COMPARE YOUR SIGHTINGS ACTIVITY

**KEY LEARNING AREAS:** Science (Science Inquiry); Maths; Technologies (Digital Technologies); Arts

This activity encourages students to practise their citizen science skills through taking photos and observations and having them uploaded to iNaturalist. It supports more active investigations into observing and exploring species in their own neighbourhood, improving numeracy, technology, information and communications skills. The comparison of their own observations to community nature datasets develops greater awareness and more critical learnings.

### TRY THIS



#### COMPARE YOUR SIGHTINGS

A fun exercise is comparing what you have seen in your neighbourhood with what has been seen and uploaded to iNaturalist ([www.inaturalist.org](http://www.inaturalist.org)). iNaturalist allows you to search for a specific species and then nominate a geographic area through typing in a suburb, city or other location into a search box. The resource then generates a map of sightings.

- 1 Spend some time in your school grounds or local area. Choose one or several species to focus on. Take some photos if you can.
- 2 Now explore the same species on iNaturalist. Is the species common to your area? You may find it has been observed more often than you think. Or is it not so common? You may find that your observation has been a rare sighting!
- 3 You may like to upload your images and observations to iNaturalist, but make sure you ask a parent, carer or teacher first. An adult will need to upload the information for you.

#### PROMPTS AND QUESTIONS:

- ⇒ How does the act of closely observing nature in your school grounds or local area sharpen your observation skills?
- ⇒ What are some examples of nature you observe in this way that you have never noticed before?
- ⇒ How do other observations taken by the community around you compare to what you have seen?
- ⇒ How could you explain the differences?
- ⇒ How could weather, seasons and time of day affect what you see?
- ⇒ What surprised you about species observed in your area?

#### General capabilities:

Numeracy; Information and Communication Technologies

#### Cross-curricular priorities:

Sustainability

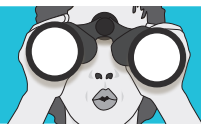
# TEACHER NOTES

## BE A BIODIVERSITY CHAMPION: GET WRITING! ACTIVITY

**KEY LEARNING AREAS:** Science; English; Human and Social Sciences

This activity encourages students to write an email or letter to a newspaper or community website about an environmental issue they feel strongly about. Through providing a template suggesting they feature a strong introduction, an example of a story to illustrate the issue, their feelings, ways their proposal could help the issue, and some key facts and research, it fosters critical thinking, student empowerment, literacy and ethical understandings.

### TRY THIS



#### GET WRITING!

- 1 Write an email or letter to a newspaper or community website that gives basic information about your issue and why it concerns you.
- 2 Use these tips to help you (they are very similar to the persuasive writing tips on page 172).
  - ⇒ Start off strong: 'Dear Editor, I feel very strongly about this particular local issue ...'
  - ⇒ Feature a story that illustrates your cause: 'I have seen/noticed/experienced ...'
  - ⇒ Talk about how the problem makes you feel with three adjectives: 'This makes me feel very concerned, alarmed and sad ...'
  - ⇒ Talk about how media coverage and actions can help address the problem: 'There needs to be greater awareness in the local community about [your issue] and how they can do [actions] to help.'
  - ⇒ Include at least three facts and interesting research to back up your proposed idea: 'Researchers have noted these impacts ...'
- 3 Remember to always check with your parents or carers before you send your letters or emails.

#### PROMPTS AND QUESTIONS:

- ⇒ How does the act of writing a letter to a newspaper or community website about your issue make you feel?
- ⇒ Would this letter be less persuasive if it did not feature all the suggestions?
- ⇒ How could media coverage and greater community awareness help your cause?
- ⇒ Where can you find research on your issue that are based on facts and evidence?

**General capabilities:** Literacy; Creative and Critical Thinking; Personal and Social Capability; Ethical Understanding

# TEACHER NOTES

## AUSTRALIAN CURRICULUM LINKS

*The Bee Squad* content covers numerous aspects of the Australian Curriculum as outlined below. The activities incorporated in these chapters enable the integration of capabilities including 'knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school'.

(Australian Curriculum General Capabilities overview, <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>)

### KEY LEARNING AREAS (KLA)

- ⇒ **English:** Language; Literacy
- ⇒ **Maths:** Measurement and geometry; Space; Statistics
- ⇒ **Science:** Science understanding (Biological sciences); Science as a Human Endeavour; Science inquiry
- ⇒ **HASS (Humanities and Social Sciences):** Knowledge and understanding; Geography; Civics and Citizenship; Skills
- ⇒ **Arts (Media and Visual)**
- ⇒ **Technologies**

### GENERAL CAPABILITIES (GC)

- ⇒ Literacy
- ⇒ Numeracy
- ⇒ ICT (Information and Communication Technology)
- ⇒ Critical and Creative Thinking
- ⇒ Personal and Social Capability

### CROSS-CURRICULAR PRIORITIES (CCP)

- ⇒ Aboriginal and Torres Strait Islander Histories and Cultures
- ⇒ Sustainability

# TEACHER NOTES

YEAR LEVEL	LEARNING AREA
<b>YEAR 3</b>	<p><b>SCIENCE:</b></p> <p><b>Understanding</b></p> <ul style="list-style-type: none"><li>⇒ Investigate sources of heat energy and temperature changes when heat energy is transferred from one object to another (AC9S3U02)</li></ul> <p><b>Science as a Human Endeavour</b></p> <ul style="list-style-type: none"><li>⇒ Nature and development of science: investigate how scientists use data and evidence to develop explanations, and how scientists share scientific knowledge (AC9S4H01)</li><li>⇒ Use and influence of science investigate how scientific knowledge helps people to meet a need or solve a problem (AC9S4H02)</li></ul> <p><b>Science inquiry</b></p> <ul style="list-style-type: none"><li>⇒ Follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital technologies as appropriate (AC9S4I03)</li></ul> <p><b>ENGLISH:</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"><li>⇒ Text structure and organisation understand how and why authors vary text structures and language features such as tense and types of sentences in imaginative, informative and persuasive texts depending on purpose and audience (AC9E3L04)</li></ul> <p><b>Literature</b></p> <ul style="list-style-type: none"><li>⇒ Appreciating literature and contexts discuss how characters, events and settings are portrayed in a range of cultural contexts in texts created by First Nations Australian and non-First Nations Australian authors and illustrators, and those from around the world (AC9E3LE01)</li><li>⇒ Discuss how an author's use of language to portray characters and settings in texts shapes the events and influences the mood of the narrative (AC9E3LE03)</li><li>⇒ Discuss the effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (AC9E3LE04)</li><li>⇒ Use and adapt language features, plot structures, images and ideas encountered in literary texts from a range of cultures to create imaginative texts (AC9E3LE05)</li></ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"><li>⇒ Use interaction skills, including listening and speaking skills, to contribute to conversations and discussions to share information and ideas, and negotiate by communicating in a clear and coherent manner (AC9E3LY02)</li><li>⇒ Analysing, interpreting and evaluating identify the audience and purpose of imaginative, informative and persuasive texts through their use of vocabulary and language features (AC9E3LY03)</li><li>⇒ Creating texts plan, create, draft and publish imaginative, informative and persuasive texts, demonstrating increasing control over text structures and language features, and selecting print and multimodal elements appropriate to the audience and purpose (AC9E3LY06)</li></ul>

# TEACHER NOTES

YEAR LEVEL	LEARNING AREA
<b>YEAR 3</b>	<p><b>MATHS:</b></p> <p><b>Measurement</b></p> <ul style="list-style-type: none"><li>⇒ Measure, order and compare objects using familiar metric units of length, mass and capacity to solve practical problems (AC9M3M01)</li><li>⇒ Identify angles as measures of turn such as a right angle (quarter turn) and compare angle sizes in everyday situations (AC9M3M04)</li></ul> <p><b>Space</b></p> <ul style="list-style-type: none"><li>⇒ Analyse, classify and make models of objects, identifying key features and explaining why these features make them suited to their uses (AC9M3SP01)</li><li>⇒ Create, use and interpret models of familiar environments positioning representations of key landmarks and objects relative to each other (AC9M3SP02)</li><li>⇒ Identify line symmetry in the environment, using terms such as vertical, horizontal and diagonal to describe the lines (AC9M3SP03)</li></ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>⇒ Acquire categorical or discrete numerical data by observing, collecting and accessing existing data sets. Record and represent it using appropriate methods (including frequency tables and spreadsheets) and use total frequencies to compare data (AC9M3ST01)</li></ul> <p><b>HASS:</b></p> <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>⇒ The ways in which different First Nations Peoples of Australia are interconnected with Country/Place (AC9HS3K04)</li></ul> <p><b>Civics and Citizenship</b></p> <ul style="list-style-type: none"><li>⇒ Why people participate as citizens within communities and how students can actively participate and contribute (AC9HS3K10)</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>⇒ Pose questions to investigate people, events, places and issues that address identified disciplinary concepts (AC9HS4S01), locate and collect information and data from a range of sources (AC9HS4S02)</li><li>⇒ Analyse and evaluate information and data in relation to the questions posed (AC9HS4S07)</li><li>⇒ Develop evidence-based conclusions (AC9HS4S08), propose actions in response to an issue or challenge that consider points of view and the possible effects of differing actions (AC9HS4S09)</li><li>⇒ Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (AC9HS4S10)</li></ul>



# TEACHER NOTES

YEAR LEVEL	LEARNING AREA
<b>YEAR 4</b>	<p><b>SCIENCE:</b></p> <p><b>Science as a human endeavour</b></p> <ul style="list-style-type: none"><li>⇒ Investigate how scientists use data and evidence to develop explanations, and how scientists share scientific knowledge (AC9S4H01)</li><li>⇒ Investigate how scientific knowledge helps people to meet a need or solve a problem (AC9S4H02)</li></ul> <p><b>Science inquiry</b></p> <ul style="list-style-type: none"><li>⇒ Follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital technologies as appropriate (AC9S4I03)</li></ul> <p><b>ENGLISH:</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"><li>⇒ Text structure and organisation: understand how texts vary in complexity and technicality depending on the approach to the topic, the author's choice of language and the purpose and audience (AC9E4L04)</li><li>⇒ Explore the effect of framing and placing elements in an image and the salience of composition of still and moving images in a range of texts (AC9E4L10) understand and use new vocabulary, drawn from a range of sources, including research (AC9E4L11)</li></ul> <p><b>Literature</b></p> <ul style="list-style-type: none"><li>⇒ Examine how authors use a range of language devices and deliberate word play in a range of literary texts, including poetry, to shape meaning (AC9E4LE04)</li><li>⇒ Use, adapt or experiment with characters, settings, plot structures and ideas encountered in texts to create literary texts based on students' reading, imagining or experiences (AC9E4LE05)</li></ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"><li>⇒ Identify characteristic features used in imaginative, informative and persuasive texts and discuss how they achieve the purpose of the text (AC9E4LY03)</li><li>⇒ Plan, create, draft and publish imaginative, informative and persuasive texts, integrating learned content and supporting details, and demonstrating increasing control over text structures and language features, for a range of purposes and audiences (AC9E4LY06)</li></ul>

# TEACHER NOTES

YEAR LEVEL	LEARNING AREA
<b>YEAR 4</b>	<p><b>MATHS:</b></p> <p><b>Measurement</b></p> <ul style="list-style-type: none"><li>⇒ Use scaled instruments and appropriate units to measure and compare attributes of length, mass, capacity and temperature and solve practical problems (AC9M4M01)</li><li>⇒ estimate, compare and describe angles using angle names where appropriate (including acute, obtuse, straight angle, reflex and revolution) and their relationships to a right angle (AC9M4M05)</li></ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>⇒ Plan and conduct statistical investigations, collecting and recording categorical data through survey responses and other means using digital tools (including spreadsheets) as appropriate. Interpret, compare and communicate findings within the context of the investigation (AC9M4ST03)</li></ul> <p><b>HASS:</b></p> <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <p><b>Civics and Citizenship</b></p> <ul style="list-style-type: none"><li>⇒ The roles of local government and local citizens, including those related to sustainable choices around resources in areas such as waste management, land use and environmental protection of local places (AC9HS4K08)</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>⇒ Analyse and evaluate information and data in relation to the questions posed (AC9HS4S07)</li><li>⇒ Develop evidence-based conclusions (AC9HS4S08) propose actions in response to an issue or challenge that consider points of view and the possible effects of differing actions (AC9HS4S09)</li><li>⇒ Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (AC9HS4S10)</li></ul>

# TEACHER NOTES

YEAR LEVEL	LEARNING AREA
YEAR 5	<p><b>SCIENCE:</b></p> <p><b>Understanding</b></p> <ul style="list-style-type: none"><li>⇒ Investigate how particular structural features and behaviours of living things enable their survival in specific habitats (AC9S5U01)</li></ul> <p><b>Science as a human endeavour</b></p> <ul style="list-style-type: none"><li>⇒ Investigate why advances in science are often the result of collaboration of many different scientists and describe how scientific knowledge has changed over time (AC9S6H01)</li><li>⇒ Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions (AC9S6H02)</li></ul> <p><b>ENGLISH:</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"><li>⇒ Understand how texts vary in structure, language features, purpose, degree of formality and mode (AC9E5L04)</li><li>⇒ Investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts, according to chronology or topic, can be used to predict content and assist navigation (AC9E5L06)</li><li>⇒ Explain how the sequence of images in print, digital and film texts has an effect on meaning (AC9E5L09)</li><li>⇒ Understand how vocabulary is used to express greater precision of meaning, and know that words can have different meanings in different contexts (AC9E5L10)</li></ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"><li>⇒ Show how ideas and points of view in texts are conveyed by vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (AC9E5LY01)</li><li>⇒ Explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose and audience of the text (AC9E5LY03)</li></ul> <p><b>MATHS:</b></p> <p><b>Measurement</b></p> <ul style="list-style-type: none"><li>⇒ Estimate, construct, measure and compare angles in degrees, using appropriate tools (including a protractor) using conventional language to describe angles (AC9M5M04)</li></ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>⇒ Plan and conduct statistical investigations by posing investigative questions or identifying a problem and collecting data relevant to the question or problem using surveys and digital tools. Select and use appropriate displays or visualisations, interpret and communicate findings or solutions within the context (AC9M5ST03)</li></ul>

# TEACHER NOTES

YEAR LEVEL	LEARNING AREA
YEAR 5	<p><b>HASS:</b></p> <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>⇒ The influence of people, including First Nations People of Australia, on the environmental characteristics of Australian places (AC9HS5K05)</li><li>⇒ The environmental and human influences on the location and characteristics of a place, and the management of spaces within them (AC9HS5K06)</li><li>⇒ How citizens with shared beliefs and values work together to achieve a civic goal (AC9HS5K09)</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>⇒ Analyse and evaluate information and data in relation to the questions posed (AC9HS6S08)</li><li>⇒ Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (AC9HS6S12)</li></ul>

# TEACHER NOTES

YEAR LEVEL	LEARNING AREA
<b>YEAR 6</b>	<p><b>SCIENCE:</b></p> <p><b>Understanding</b></p> <ul style="list-style-type: none"><li>⇒ Investigate the physical conditions of aquatic and terrestrial ecosystems and how the growth and survival of living things is affected by changing physical conditions (AC9S6U01)</li></ul> <p><b>Science as a human endeavour</b></p> <ul style="list-style-type: none"><li>⇒ Investigate why advances in science are often the result of collaboration of many different scientists and describe how scientific knowledge has changed over time (AC9S6H01)</li><li>⇒ Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions (AC9S6H02)</li></ul> <p><b>ENGLISH:</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"><li>⇒ Understand how authors innovate on text structures and play with language features to achieve aesthetic, humorous and persuasive purposes and effects (AC9E6L04)</li><li>⇒ Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (AC9E6L06)</li><li>⇒ Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (AC9E6L07)</li><li>⇒ Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to understanding of information in a range of texts (AC9E6L08)</li><li>⇒ Investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion (AC9E6L09)</li></ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"><li>⇒ Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences (AC9E6LY03)</li></ul> <p><b>MATHS:</b></p> <p><b>Measurement</b></p> <ul style="list-style-type: none"><li>⇒ Solve problems involving the comparison of lengths and areas using appropriate units (ACMMM137)</li><li>⇒ Connect volume and capacity and their units of measurement (ACMMM138)</li></ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>⇒ Plan and conduct statistical investigations by posing and refining investigative questions, collecting and recording sample sets of categorical or discrete numerical data using digital tools (including spreadsheets). Interpret and analyse the data and communicate findings within the context (AC9M6ST03)</li></ul>

# TEACHER NOTES

YEAR LEVEL	LEARNING AREA
YEAR 6	<b>HASS:</b> <b>Skills</b> <ul style="list-style-type: none"><li>⇒ Analyse and evaluate information and data in relation to the questions posed (AC9HS6S08)</li><li>⇒ Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (AC9HS6S12)</li></ul>

# TEACHER NOTES

YEAR LEVEL	LEARNING AREA
<b>YEAR 7</b>	<p><b>SCIENCE:</b></p> <p><b>Understanding</b></p> <ul style="list-style-type: none"><li>⇒ Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112)</li></ul> <p><b>Science as a human endeavour</b></p> <ul style="list-style-type: none"><li>⇒ Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available (ACSHE119) Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223)</li><li>⇒ People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121)</li></ul> <p><b>Science inquiry</b></p> <ul style="list-style-type: none"><li>⇒ Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (AC SIS124)</li><li>⇒ Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (AC SIS125)</li><li>⇒ Measure and control variables, select equipment appropriate to the task and collect data with accuracy (AC SIS126)</li><li>⇒ Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence (AC SIS130)</li><li>⇒ Reflect on scientific investigations including evaluating the quality of the data collected, and identifying improvements (AC SIS131) Use scientific knowledge and findings from investigations to evaluate claims based on evidence (AC SIS132)</li><li>⇒ Communicate ideas, findings and evidence-based solutions to problems using scientific language, and representations, using digital technologies as appropriate (AC SIS133)</li></ul> <p><b>ENGLISH:</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"><li>⇒ Vocabulary Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (AC ELA1537)</li></ul> <p><b>Literature</b></p> <ul style="list-style-type: none"><li>⇒ Expressing preferences and evaluating texts Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (AC ELT1621)</li><li>⇒ Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (AC ELT1803)</li></ul>

# TEACHER NOTES

YEAR LEVEL	LEARNING AREA
<b>YEAR 7</b>	<p><b>Literacy</b></p> <ul style="list-style-type: none"><li>⇒ Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)</li><li>⇒ Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</li></ul> <p><b>MATHS:</b></p> <p><b>Measurement and geometry</b></p> <ul style="list-style-type: none"><li>⇒ Establish the formulas for areas of rectangles, triangles and parallelograms, and use these in problem-solving (ACMMG159). Calculate volumes of rectangular prisms (ACMMG160)</li></ul> <p><b>HASS:</b></p> <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>⇒ Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048) &amp; (ACHGS056)</li><li>⇒ Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships (ACHGS051) &amp; (ACHGS059)</li><li>⇒ Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052) &amp; (ACHGS060)</li><li>⇒ Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054) &amp; (ACHGS062)</li></ul> <p><b>Civics and Citizenship</b></p> <ul style="list-style-type: none"><li>⇒ How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062)</li><li>⇒ Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056) &amp; (ACHCS070)</li><li>⇒ Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS058) &amp; (ACHCS072)</li><li>⇒ Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059) &amp; (ACHCS073)</li><li>⇒ Reflect on their role as a citizen in Australia's democracy (ACHCS060) &amp; (ACHCS074)</li></ul>



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<b>YEAR 7</b>	<p><b>Technologies</b></p> <ul style="list-style-type: none"><li>⇒ Define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints (ACTDIP027)</li><li>⇒ Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032)</li><li>⇒ Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)</li></ul> <p><b>Art</b></p> <ul style="list-style-type: none"><li>⇒ Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067)</li><li>⇒ Practise techniques and processes to enhance representation of ideas in their artmaking (ACAVAM121)</li><li>⇒ Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences (ACAMAR071)</li></ul>

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YEAR 8	<p><b>SCIENCE:</b></p> <p><b>Science as a human endeavour</b></p> <ul style="list-style-type: none"><li>⇒ Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available (ACSHE119). Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223)</li><li>⇒ People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121)</li></ul> <p><b>Science inquiry</b></p> <ul style="list-style-type: none"><li>⇒ Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (AC SIS124)</li><li>⇒ Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (AC SIS125)</li><li>⇒ Measure and control variables, select equipment appropriate to the task and collect data with accuracy (AC SIS126)</li><li>⇒ Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence (AC SIS130)</li><li>⇒ Reflect on scientific investigations including evaluating the quality of the data collected, and identifying improvements (AC SIS131). Use scientific knowledge and findings from investigations to evaluate claims based on evidence (AC SIS132)</li><li>⇒ Communicate ideas, findings and evidence-based solutions to problems using scientific language, and representations, using digital technologies as appropriate (AC SIS133)</li></ul> <p><b>ENGLISH:</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"><li>⇒ Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (AC ELA1543)</li><li>⇒ Understand the effect of nominalisation in the writing of informative and persuasive texts (AC ELA1546)</li><li>⇒ Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (AC ELA1547)</li></ul>

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<b>YEAR 8</b>	<p><b>Literacy</b></p> <ul style="list-style-type: none"><li>⇒ Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)</li><li>⇒ Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)</li><li>⇒ Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)</li><li>⇒ Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)</li><li>⇒ Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)</li></ul> <p><b>MATHS:</b></p> <p><b>Measurement and geometry</b></p> <ul style="list-style-type: none"><li>⇒ Develop formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume (ACMMG198)</li></ul> <p><b>Statistics and probability</b></p> <ul style="list-style-type: none"><li>⇒ Investigate techniques for collecting data, including census, sampling and observation (ACMSP284)</li><li>⇒ Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes (ACMSP206)</li></ul> <p><b>HASS:</b></p> <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>⇒ Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048) &amp; (ACHGS056)</li><li>⇒ Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships (ACHGS051) &amp; (ACHGS059)</li><li>⇒ Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052) &amp; (ACHGS060)</li><li>⇒ Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054) &amp; (ACHGS062)</li><li>⇒ Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)</li><li>⇒ Human causes and effects of landscape degradation (ACHGK051)</li><li>⇒ Ways of protecting significant landscapes (ACHGK052)</li><li>⇒ Management and planning of Australia's urban future (ACHGK059)</li></ul>

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