

## Unit Plan Template – NSW

Developed by the Queanbeyan Distance Education Centre.

The Frog Unit can be found at:

<http://www.queanbeyan-d.schools.nsw.edu.au/frogs/index.htm>

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<b>Unit Overview</b>
<b>Unit Plan Title: What is happening to Frog Numbers in Australia</b>
<b>Syllabus Outcomes</b>
IC S3.1, LT S3.1, DM S3.1, UT S3.1 WS 3.9, WS3.10, WS 3.11, WS 3.12, WS3.13, WS 3.14
<b>Curriculum-Framing Questions</b>
<b>Essential Question:</b> <a href="#">What is happening to frog numbers in Australia?</a> <a href="#">How can the problem of declining frog numbers be addressed?</a>
<b>Unit Questions:</b> <a href="#">What factors are influencing the decline in frog numbers?</a> <a href="#">How can we create frog friendly environments?</a>
<b>Content Questions:</b> <a href="#">What is a frog?</a> <a href="#">What do frogs eat?</a> <a href="#">How do frogs breed?</a> <a href="#">In What sort of environments do frogs live?</a>
<b>Unit Summary</b>
This unit aims to investigate the problem of declining frog numbers both world wide and in Australia. Students will research the extent of the problem. Students will use a range of ICT tools, research and designing and making to suggest possible solutions to the problem.
<b>Teaching and Learning Strategies</b>
<ul style="list-style-type: none"> <li>• Students will research the nature of frogs</li> <li>• Students will focus on Australian frogs and their decline</li> <li>• Students will develop knowledge of <a href="#">PowerPoint</a> and use this to present information on one Australian frog</li> <li>• Students will research frog habitats</li> <li>• Students will use MS word to develop a poster advertising a public meeting in to promote awareness of the problem of declining frog numbers</li> <li>• Students will create a <a href="#">PowerPoint</a> to present information about declining frog numbers</li> <li>• Students will design and make a frog friendly enclosure</li> </ul>

- Students will present their design to an audience and explain the features of the design.

### Professional Learning

- Teacher requires competence in MS Word and PowerPoint
- Professional learning and collaboration with other stage 3 teachers also teaching unit.
- Developing rubrics for assessing student work. Use of ICT across the curriculum.

### Year Level(s)

Stage 3 (Year 5/6) Specifically designed for Distance Education students or to be completed on line.

Special needs such as: Gifted, ESL

### Key Learning/Subject Areas

Science and Technology, English

### Procedures:

Students begin by recalling input from frog expert at recent science fair. This will be followed by wide ranging research into the issues to be considered. ICT activities form an integral part of the unit and are designed as assessment and progress points

### Approximate time needed:

Example: 20 hours or more of work over 4 weeks

### Prerequisite Skills:

Some skills relating to software packages to be used these include PowerPoint, Word, Internet search engines, Inspiration, Bridgit, One Touch, and satellite technology.

Skills relating to on line sharing of work through Bridgit.

Skills relating to gathering appropriate information from web sites.

Skills relating to the on line return of work related to the unit.

### Materials and Resources

**Technology** – Hardware students have and are expected to use

Camera	<b>Printer (Optional)</b>	Video Camera
<b>Computer(s)</b>	Datashow Projector	<b>Video Conferencing equipment (teacher)</b>
<b>Digital camera</b>	<b>Scanner</b>	Other
DVD player	Television/Averkey	Other
<b>Internet connection</b>	VCR	Other

### Technology - Software

CD-ROMs	Editing software	Web page development
Database/spreadsheet	<b>Internet Web Browser</b>	<b>Word processing</b>
Desktop Publishing	Multimedia	<b>PowerPoint</b>
email software	Animation software	<b>Inspiration</b>

**Printed Materials:** additional books provided to students to support the topic

**Supplies:** Additional books on the topic of frogs

**Internet Resources:** See links in the unit (too many to list) support materials provided in unit [Report](#), [Poster](#), [PowerPoint](#)

**Others:** Frog experts from National Botanic Gardens (satellite lessons)

**Accommodations for Differentiated Learning**

**Students with Special Needs:** modified requirements, emphasis on mastering a basic understanding of topic and software, a range of presentations are encouraged (see rubrics)

**English as a Second Language (ESL) Student:** Resources and support to be supplied upon request from supervisor.

**Gifted Student:** expectations of teacher of higher quality of work, deeper analysis of problem and higher quality presentations and designs.

**Student Assessment:**

Assessment points as indicated in [Teacher](#) rubric.

Assessment points as indicated in [Student Self Assessment Rubric](#).

[Presentation assessment](#) rubric provides guidance as to expectations of this aspect of the unit.

Items to be assessed and the standard expected clearly indicated in rubrics

**Key Word Search:**

Key Words include:

Frogs, frog features, frog habitats, threats to survival, design and make, frog friendly environments, PowerPoint, model, presentation, local community.