

UNITS OF WORK		STAGE 3	EVEN YEAR	
Units	<i>Switched On</i>	<i>Earthscapes</i>	<i>Build More Than A Bridge</i>	
General Topics	<ul style="list-style-type: none"> electricity light, how it affects our life 	<ul style="list-style-type: none"> adaptations rainforests Antarctica 	<ul style="list-style-type: none"> town planning 	
Outcomes	ST3-1VA, ST3-4WS, ST3-5WT, ST3-6PW, ST3-7PW	ST3-2VA, ST3-4WS, ST3-5WT, ST3-10LW, ST3-11LW	ST3-3VA, ST3-4WS, ST3-5WT, ST3-14BE	
Content	<p>Students:</p> <ul style="list-style-type: none"> identify potential risks and demonstrate safe use when using electrical circuits and devices demonstrate the need for a circuit to be complete to allow the transfer (flow) of electricity construct simple circuits incorporating devices, e.g. switches and light globes observe and describe how some devices transform (change) electricity to heat energy, light, sound or movement, e.g. hair dryers, light globes, bells and fans research and present ideas about the different ways electricity can be generated, e.g. burning coal or natural gas; solar, hydroelectric, geothermal, wind and wave-generated electricity describe how scientific knowledge can be used to inform personal and community decisions about the use and conservation of sustainable sources of energy classify materials as transparent, opaque or translucent, based on whether light passes through them, is absorbed, reflected or scattered observe and describe how the absorption of light by materials and objects forms shadows, e.g. building shading gather evidence to support their predictions about how light travels and is reflected 	<p>Students:</p> <ul style="list-style-type: none"> observe and describe the structural features of some native Australian animals and plants present ideas and explanations about how the structural features and behaviour of some plants and animals help them to survive in their environment, e.g. shiny surfaces of leaves on sand dune plants and nocturnal behaviour in some animals research the conditions needed for a particular plant to grow and survive in its environment, e.g. an indoor plant, plants in deserts, drought-resistant wheat or salt-tolerant plants identify some physical conditions of a local environment, e.g. temperature, slope, wind speed, amount of light and water make predictions about how changing the physical conditions of the environment impacts on the growth and survival of living things, e.g. different amounts of light or water on plant growth or the effect of different temperatures on the growth of yeast or bread mould use gathered data to develop explanations about how changing the physical conditions of the environment affects the growth and survival of living things 	<p>Students:</p> <ul style="list-style-type: none"> identify elements that work together as a system to serve and support built environments and how they are designed to meet the needs of people, e.g. transport systems that provide access for people to get to work or systems that provide electricity to sites draw a plan of, or model, a built environment that includes a range of systems to meet the needs and wants of a specific group of users, e.g. shade for a playground consider ways that the design or use of places and spaces have changed over time and the social and/or environmental factors that have influenced these changes, e.g. changes in the design and use of a library due to technological developments or the design of buildings after an earthquake generate and develop ideas about how built environments might be designed and constructed in the future to incorporate sustainable environmental practices, e.g. the use of recycled materials, natural lighting and solar energy develop designs and solutions to meet specific social or environmental needs of users, e.g. an energy-efficient building or high-traffic airport terminal/train station 	