**Year Level: 3 Teacher(s): Ms Hopkins**

**Subject: Technology – Design and Technologies Duration: 7 weeks**

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| PART 1: IDENTIFY CURRICULUM | | |
| *Design and Technology Process and Production Skill* | ***Design and Technology******Knowledge and Understanding*** | *General capabilities and cross-curriculum priorities* |
| *Critique needs or opportunities for* [*designing*](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=designing) *and explore and test a variety of materials,* [*components*](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=components)*, tools and* [*equipment*](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=equipment) *and the techniques needed to produce designed solutions* [*(ACTDEP014)*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDEP014)*.*  *Elaboration*   * Exploring the properties of materials to determine suitability, for example the absorbency of different fabrics or the strength of different resistant materials. | *Investigate* [*food and fibre production*](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=food+and+fibre+production) *and food* [*technologies*](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=technologies) *used in modern and traditional societies* [*(ACTDEK012)*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDEK012)  *Elaboration*   * Exploring tools, equipment and procedures to improve plant and animal production, for example when growing vegetables in the school garden and producing plant and animal environments such as a greenhouse, animal housing, and safe bird shelters. | Literacy  Comprehending texts through listening, reading and viewing   * Comprehend texts * Navigate, read and view learning area texts * Interpret and analyse learning area texts   Visual Knowledge   * Understand how visual elements create meaning   Intercultural Understanding  Recognising culture and developing respect   * Investigate culture and cultural identity * Explore and compare cultural knowledge, beliefs and practices.   Sustainability   * Addresses the ongoing capacity of Earth to maintain all life. |

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| PART 2: ASSESSMENT EVIDENCE |
| Year Level Achievement Standard:  By the end of Year 4, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how products, services and environments are designed to best meet needs of communities and their environments. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) contributions of people in [design](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design) and technologies occupations. Students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.  Students create designed solutions for each of the prescribed technologies contexts. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) needs or opportunities and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) and expand [design](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design) ideas and communicate these using models and drawings including annotations and symbols. Students plan and [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) major steps in [design](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design) and production. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) appropriate technologies and techniques and [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) safe work practices when producing designed solutions.  (Adapted from Australian Curriculum Assessment Reporting Authority) |
| Assessment Task(s):  *Students complete the Technology Investigation Booklet throughout the unit. The investigation booklet assesses knowledge and understanding about food and fibre production and sustainable materials.*  *Plan a chicken coop out of sustainable materials using the knowledge they have learnt over the unit.*  *Assessment Date:*  *Throughout the unit*  *Week 6 – Summative written description of main components.*  Other Evidence of Learning:  *Teacher Evaluative checklist to monitor progress and guide planning.*  *Record of observations of exploration throughout the unit.*  *Student planning and design of bird house.*  *Participation in group and whole class collaborative discussions.*  Feedback:  *Conferencing with students to ensure that they have checked the rubric.*  *Peer discussions about bird house creations.*  *Whole class discussions*  Self-assessment:  *Whole class individual reflections. For example, have we as a class covered the learning objectives for today? Are you as the learning confident in the area we are learning? (Students raise hand yes or no).*  *Individual reflections where students assess themselves against a rubric.*  *Checking their plan against completed class work. For example, have you self-checked and are you happy with the amount of description you have. Can you justify why you chose the materials you did to build the birdhouse.* |

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| **PART 3: LEARNING AND TEACHING PLAN** | |  |
| **Teaching and Learning Sequence** | **Differentiation:** | **Resources** |
| **Lesson 1 – Introduction to the Unit.**  **Learning Objectives**   * Students will discuss the Investigation Technology Book * Students complete page 1 – Make a prediction about what could be growing in the garden. * Students draw a diagram of the garden.   **Sequence:**  Students discuss the Investigation Booklet and write their name on the booklet.  Students make predictions about what could be growing in the garden.  Students go to the garden.  Students take a photograph in front of the garden (if some students do not like photos or do not have permission they can draw themselves in front of the garden.  Teacher reminds students what a diagram looks like and shows students a diagram.  Student draw a diagram of the outside of the garden. Diagram show all aspects of the garden including tools used to help food production and growth.  **Lesson 2 – Tools to improve plant production?**  **Learning Objectives:**   * Students identify the tool in place in the school garden to improve plant production. * Students brainstorm using the brainstorming strategies we have learnt in class about tools to help improve plant production. * Student investigate online more tools that improve plant production. * Students create a word wall with tools that help plant production. * Students collaboratively discuss some tools that improve animal production. * Students brainstorm tools that help improve animal production. * Students investigate online more tools that improve animal production. * Students create a word wall with tools that help animal production.   **Sequence:**  Students identify the tools in place in the school garden to improve plant production.  Students brainstorm some ideas to improve plant production using the brainstorming strategies we know.  Students use goodle to investigate more tools that improve plant production.  Students add all new tools to their brainstormed list.  Students identify tools that are used to improve animal production.  Students brainstorm some ideas to improve animal production using the brainstorming strategies we know.  Students use goodle to investigate more tools that improve plant production.  Students add all new tools to their brainstormed list.  Discuss the brainstormed list as a class and make a class poster about animal and plant production.  **Lesson 3 – Looking at Food Technologies**  **Learning Objectives:**   * Student analyse images that represent different technologies for food production. * Students in small groups name some modern food technologies and discuss what factors influenced their design and use? * Students share their ideas with the class. * Students investigate food and fibre in traditional and modern societies.   **Sequence:**  Student discuss food technologies  Student analysing images and identify the food technologies.  Students in small groups name modern food technologies and discuss what influenced their design and use. For example, a refrigerator, food can be stored and reserved for longer.  Students list food technologies in their technology booklet.  Students investigate using the internet food and fibre productions in traditional and modern societies.  Students investigate Indigenous food and fibre productions.  Students write information gathered in their technology booklet.  **Lesson 4 – Looking at properties of materials**  **Objective:**   * **Students explore and test a variety of materials, tools and** [**equipment**](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=equipment)   **Sequence:**  Students explore a variety of materials, tools and equipment in small groups.  Students pour water over materials, tap materials to see if they break and bend materials.  Students draw diagrams of the materials in their technology booklet.  Students walk through the school to observe the buildings structure and to discuss the materials  .  **Lesson 5 - Sustainable Materials**  **Learning Objectives:**   * Students discuss as a whole class what sustainable means. * Students explore the materials again and discuss if the materials they are exploring are sustainable. * Students define sustainability * Students identify sustainable materials that help improve plant and animal production.   **Sequence:**  Students discuss sustainability as a whole class.  Students evaluate whether the materials used in class were sustainable materials.  Students write down their own definition of sustainability  Students discuss what sustainable materials help improve plant and animal productions  Student consider the sustainable materials in the school garden and in the school grounds.  Students explore the different uses of sustainable materials, including those from Aboriginal and Torres Strait Island communities.  **Lesson 6 – Assessment**  **Learning Objectives:**   * **Students complete assessment task.** * **Students draw and diagram and label the diagram with materials they would use to build a chicken coop.**   **Sequence:**  Students use the knowledge learnt in class to design a chicken coop that is sustainable and would help to improve animal production and food production.  Students plan out what the chicken coop will look like.  Students label the plan with a list of the materials they will use.  Students write a justification as to why you chose the materials you have and how the chicken coop will help improve animal production | The learning experiences in this unit can be differentiated by increasing:  Support – clarifying expectations, name on the front of the booklet.  Guided discovery using questioning and prompts.  Support with visual of a diagram.  Teacher prompts by pointing to brainstorming strategies displayed on the wall. (List your ideas, branching from the middle).  Differentiated support, while brainstorming and search on the internet.  Additional teacher aide support prompting students while search online.  Reinforcing and recap understanding of food and fibre production  Differentiated support, while brainstorming and search on the internet.  Additional teacher aide support prompting students while search online.  Teacher walks around the room and prompts students to discuss the results while testing.  Differentiated support scribing and reiterating.  Additional teacher aide support to students that are on Individual Curriculum Plans (ICP).  Explicit instruction on task expectations and requirements  Whole class discussion to scaffold and consolidate knowledge and understanding of task sheet.  Additional time and teacher support.  Additional teacher aide support for students with ICP.  Fast finishers activity wall has activities that are content based. | [Technology Booklet](file:///C:\Users\Sophie%20Hopkins\AppData\Roaming\Microsoft\Word\Technology%20Investigation%20Booklet.docx) (Appendix 1)  Pencils, rubbers, camera, example diagram on the wall.  Lesson completed in the computer lab. Computers for all students.  Students plan in their technology booklets.  Computers with internet.  Brainstorming Poster available to be modified. Appendix 2  PowerPoint -  (Available on Weebly Resource)  Technology booklet  Computer lab with internet.  [Aboriginal Plant use and Technology](http://www.cpbr.gov.au/gardens/education/programs/pdfs/aboriginal_plant_use_and_technology.pdf)  Plywood small cut offs, nails, paper clips, cotton wool, cardboard, small metal sheet cut offs.  Click on the hyperlink to view.  [Sustainability Resource](http://www.futureshots.net.au/?watchvideos&id=20&quality=low)  Technology Booklet  Materials on desks  Technology Booklet, pencils  Clear support requirements are given to the Teacher Aide.  Fast finisher activity in area. |

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| **PART 4: TEACHER REFLECTION ON THE UNIT PLAN** |
| Identify what worked well during and at the end of the unit, including:   * What worked well in this unit? * What in the unit was difficult for students? * How would you refine it? * What trends and gaps in learning have you identified? * How will you build on these learning experiences next term and beyond?   (Adapted from Queensland Curriculum and Assessment Authority) 2016. |

Year 3 Name: Date:

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| Learning Area: Technology: Digital Technology Assessment Task: | | | | | |
| Description: | Students complete their investigation booklet throughout the unit.  Student design a bird cage out of sustainable materials and justify as to why they chose the materials they chose. | | | | |
| Criteria | **A** | **B** | **C** | **D** | **E** |
| Process and Production Skill  *Student design a sustainable chicken coop demonstrating an understanding of what sustainable materials would be suitable.* | Student was able to design a sustainable chicken coop demonstrating a high understanding of what sustainable materials would be suitable. | Student was able to design a sustainable chicken coop demonstrating a sound understanding of what sustainable materials would be suitable. | Student was able to design a chicken coop using some sustainable materials and demonstrated a satisfactory understanding of what sustainable materials would be suitable. | Student with support was able to design a chicken coop using some sustainable materials and demonstrated an understanding of what sustainable materials would be suitable. | Student was completely supported when designing the chicken coop and with support selected some sustainable materials. |
| Technology Knowledge and Understanding  *Students investigate* [*food and fibre production*](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=food+and+fibre+production) *and food* [*technologies*](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=technologies) *used in modern and traditional societies* | Students demonstrate in their technology booklets that they have investigate [food and fibre production](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=food+and+fibre+production) and food [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=technologies) used in modern and traditional societies to a high standard. | Students demonstrate in their technology booklets [food and fibre production](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=food+and+fibre+production) and food [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=technologies) used in modern and traditional societies to a sound standard. | Students demonstrate in their technology booklets[food and fibre production](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=food+and+fibre+production) and food [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=technologies) used in modern and traditional societies to a satisfactory standard. | Students required some support when investigating [food and fibre production](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=food+and+fibre+production) and food [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=technologies) used in modern and traditional societies. | Students required complete support when investigating [food and fibre production](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=food+and+fibre+production) and food [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=technologies) used in modern and traditional societies. |
| Intercultural Understanding  *Student demonstrated cultural knowledge, beliefs and practices in their investigation booklet.* | Student demonstrated to a high standard cultural knowledge, beliefs and practices in their investigation booklet. | Student demonstrated to a sound standard cultural knowledge, beliefs and practices in their investigation booklet. | Student demonstrated to a satisfactory standard cultural knowledge, beliefs and practices in their investigation booklet. | Student with support and prompts demonstrated some cultural knowledge, beliefs and practices in their investigation booklet. | Student did not identify any cultural knowledge, beliefs and practices in their investigation booklet. |
| Comments: | | | | | |

Appendix 1

Technology Investigation Booklet

Year 3

Name: \_\_\_\_\_\_\_\_\_\_

Image of class in front of the school garden.

Make a prediction about the types of foods we will find in the garden. Take into consideration the gardens surroundings and the amount of time that is spent maintaining the garden.

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Draw a diagram of the garden.

What are some of the tool in place in the school garden to improve plant production?

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In the section below brainstorm some ideas to improve plant production.

Investigate online using the google, some more ways to improve plant production. Add to your brainstormed list above the ideas you found.

What are some of the tools used to improve animal production?

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In the section below brainstorm some ideas to improve animal production.

Investigate online using the google, some more ways to improve animal production. Add to your brainstormed list above the ideas you found.

Discuss the brainstormed list as a class and make a class poster about animal and plant production.

Whole class activity.

With you class you are going to analyse some photos of food technologies.

In your groups you will now come up with a list of modern food technologies.

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Using the internet investigate food and fibre in traditional and modern societies.

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What are some Indigenous food and fibre productions?

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Looking at properties of materials.

Explore materials in your groups.

Draw diagrams of the materials.

Walk through the school to observe the buildings and school community. Discuss the materials that were used to build things around the school.

Class Discussion

What does sustainability mean?

Write a definition of sustainability in your own words.

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In your groups identify materials that are sustainable. Why are they sustainable?

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Design a Chicken Coop

Technology Assessment Task Sheet

Year 3

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You will:

Use the knowledge we have learnt in class to design a chicken coop out of materials that are sustainable.

First plan out what the chicken coop will look like.

Label the plan with the names of the materials you will use.

Write a justification as to why you chose the materials you have.

My Chicken Coop Design

Write a justification as to why you chose the materials you have and how the chicken coop will help improve animal production. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: Date:

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| Learning Area: Technology: Digital Technology Assessment Task: | | | | | |
| Description: | Students complete their investigation booklet throughout the unit.  Student design a bird cage out of sustainable materials and justify as to why they chose the materials they chose. | | | | |
| Criteria | **A** | **B** | **C** | **D** | **E** |
| Processes and Production Skill  *Student design a sustainable bird cage demonstrating an understanding of what sustainable materials would be suitable.* | Student was able to design a sustainable bird cage demonstrating a high understanding of what sustainable materials would be suitable. | Student was able to design a sustainable bird cage demonstrating a sound understanding of what sustainable materials would be suitable. | Student was able to design a bird cage using some sustainable materials and demonstrated a satisfactory understanding of what sustainable materials would be suitable. | Student with support was able to design a bird cage using some sustainable materials and demonstrated an understanding of what sustainable materials would be suitable. | Student was completely supported when designing the bird cage and with support selected some sustainable materials. |
| Knowledge and Understanding  *Students investigate* [*food and fibre production*](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=food+and+fibre+production) *and food* [*technologies*](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=technologies) *used in modern and traditional societies* | **Students i**nvestigate [food and fibre production](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=food+and+fibre+production) and food [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=technologies) used in modern and traditional societies to a high standard. | **Students i**nvestigate [food and fibre production](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=food+and+fibre+production) and food [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=technologies) used in modern and traditional societies to a sound standard. | **Students i**nvestigate [food and fibre production](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=food+and+fibre+production) and food [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=technologies) used in modern and traditional societies to a satisfactory standard. | Students required some support when investigating [food and fibre production](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=food+and+fibre+production) and food [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=technologies) used in modern and traditional societies. | Students required complete support when investigating [food and fibre production](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=food+and+fibre+production) and food [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=technologies) used in modern and traditional societies. |
| Intercultural Understanding  *Student demonstrated cultural knowledge, beliefs and practices in their investigation booklet.* | Student demonstrated to a high standard cultural knowledge, beliefs and practices in their investigation booklet. | Student demonstrated to a sound standard cultural knowledge, beliefs and practices in their investigation booklet. | Student demonstrated to a satisfactory standard cultural knowledge, beliefs and practices in their investigation booklet. | Student with support and prompts demonstrated some cultural knowledge, beliefs and practices in their investigation booklet. | Student did not identify any cultural knowledge, beliefs and practices in their investigation booklet. |
| Comments: | | | | | |

Brainstorming Ideas

Appendix 2

References

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Primary Industries Education Foundation. (2015*). YouTube: Farms and people’s connections to them*. Retrieved on May 30, 2016 from <https://www.youtube.com/watch?v=poA99DAPrZA>