

CONTEXT - UNIT DESCRIPTION

Unit Description:

Students will use moving toys as a vehicle to investigate design processes and product research methods. In a detailed study of toys throughout time, current toy marketing and target group surveys, students will develop an awareness of change and an understanding of design processes. In preparation for the MCSS Design Engineers Convention our junior design engineers will produce:

- A retrieval chart (graphic organiser) that represents details about moving toys.
- Two graphs representing the features of a good moving toy select and justify your choice of graph.
- A labelled blueprint of a new moving toy design.
- A clay model of the new moving toy using the information gathered.

Extension Learning Activities (If Time Permits)

Tilly Tonka's Toy Factory

Name: _____

Date Given: _____

Date Due: _____

Task

Developed by: Mr. Avery, Mr Ross and Mr Pittard.



SELF-EVALUATION

Choose 3 things in which you believe you have done well in this task.	Choose 3 things you believe need the most improvement in this task.
1.	1.
2.	2.
3.	3.

TASK OVERVIEW

Years 5 / 6 – Narrative

Applying what you have learnt about the structure and purpose of narratives you are required to compose your own original narrative of a story where toys are the main characters.

In your carefully structured narrative, you will need to show that you include your setting/orientation, beginning event, complication/problem, solution/resolution and ending and describe the characters' looks, feelings and actions.

You will submit your first draft to your teacher for feedback and submit your published copy to your teacher either written or word processed for final assessment.

INDIVIDUAL FOCUS

TEACHER AIDE SUPPORT	TASK MODIFICATION
<input type="checkbox"/> to maintain on-task behaviour <input type="checkbox"/> information gathering <input type="checkbox"/> note-taking <input type="checkbox"/> scribing <input type="checkbox"/> presentation	<input type="checkbox"/> length/complexity of task <input type="checkbox"/> time to complete task

OTHER :

KEY LEARNING AREA

SOSE and English

CONDITIONS

Integrated Studies - Criteria Sheet

Criteria (Numbers indicate hierarchy. 1 = Lowest)		Standards				
		A	B	C	D	E
KLA (1) - SOSE	Knowledge & Understanding					
	Ways Of Working (1)					
KLA (2) - ENGLISH	Generic Structure - NARRATIVE 1. Title 2. Orientation ➢ Setting ➢ Characters 3. Beginning Event (Complication) 4. Resolution (Solution) 5. Ending (Conclusion) 6. Coda (Optional) ➢ Moral ➢ Concluding statement	The student work clearly identifies and demonstrates all of the features listed.	The student work clearly identifies and demonstrates at least 2, 3 and 4 the features listed.	The student work clearly identifies and demonstrates at least numbers 3 and 4 the features listed.	The student work clearly identifies and demonstrates at least numbers 1 and 2 the features listed.	The student work clearly identifies and demonstrates only one or none of the features listed.
	Other Textual Features Cohesion Focus: ✓ Conjunctions to show cause and effect (eg. So, because) ✓ Conjunctions related to time (eg. Afterwards)	The student work demonstrates 5 or more correct and thoughtful examples of our COHESION focus throughout text.	The student work demonstrates at least 3 correct and thoughtful examples of our COHESION focus throughout text.	The student work demonstrates at least 2 correct and thoughtful examples of our COHESION focus throughout text.	The student work demonstrates at least 1 correct and thoughtful examples of our COHESION focus throughout text.	The student work demonstrates no correct and thoughtful examples of our COHESION focus throughout text.
	Spelling	The student work is free from spelling errors	The student work includes less than 5 spelling errors	The student work includes less than 10 spelling errors	The student work includes less than 15 spelling errors	The student work includes more than 20 spelling errors
	Punctuation Focus ✓ Capital letters ✓ Full stops ✓ Commas between adjectives ✓ Exclamation Marks to enhance meaning	The student work demonstrates 5 or more correct and thoughtful examples of our PUNCTUATION focus throughout text.	The student work demonstrates at least 3 correct and thoughtful examples of our PUNCTUATION focus throughout text.	The student work demonstrates at least 2 correct and thoughtful examples of our PUNCTUATION focus throughout text.	The student work demonstrates at least 1 correct and thoughtful examples of our PUNCTUATION focus throughout text.	The student work demonstrates no correct and thoughtful examples of our PUNCTUATION focus throughout text.
	Vocabulary Focus ✓ "Once Upon a Time..." ✓ "Long, Long Ago" ✓ "Happily Ever After. The End" ✓ Adjectives for scenes and characters	The student work demonstrates 5 or more correct and thoughtful examples of our VOCABULARY focus throughout text.	The student work demonstrates at least 3 correct and thoughtful examples of our VOCABULARY focus throughout text.	The student work demonstrates at least 2 correct and thoughtful examples of our VOCABULARY focus throughout text.	The student work demonstrates at least 1 correct and thoughtful examples of our VOCABULARY focus throughout text.	The student work demonstrates no correct and thoughtful examples of our VOCABULARY focus throughout text.
	Editing ✓ Capital letters ✓ Full stops ✓ Spelling correction ✓ Deleted words ✓ Word insertion	The student work demonstrates 5 or more correct and thoughtful examples of EDITING throughout the text.	The student work demonstrates at least 3 correct and thoughtful examples of EDITING throughout the text.	The student work demonstrates at least 2 correct and thoughtful examples of EDITING throughout the text.	The student work demonstrates at least 1 correct and thoughtful examples of EDITING throughout the text.	The student work demonstrates no correct and thoughtful examples of EDITING throughout the text.
	Level of application:	Applies independently in a wide range of contexts.	Applies independently in most contexts.	Applies with guidance in some contexts.	Applies with support in some contexts.	Requires extensive support in all contexts to demonstrate.

Overall Standard

Feedback – Successful Elements

Feedback – Suggestions for Improvement



Elements in next level
