



Know	Do	Think
Interactions between organisms can be represented through food chains and food webs	Interpret food webs to identify feeding relationships  Construct food webs to demonstrate feeding relationships	How is a food web structured? What does it show? What do the arrows represent? Who eats what? Who are the producers? Who are the consumers?
Effects of natural and human impacts on organisms and their interrelationships in a food web	Predict the effect of human and environmental changes on feeding relationships	What happens when a food source is changed or removed? What impact does it have on feeding relationships?

**Breakout Room Activity:**

**Access the example assessment task below**

1. What additional differentiation/universal design considerations could be applied?
2. What might be some supplementary adjustment considerations?



### My Learning Goal:

I am learning to **predict** the effect of **human** and **environmental changes** on **interactions** between organisms.

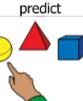


### I will be successful when I can:

- **Interpret** and **construct** a food web
- **Predict** and **explain** the effects of human and environmental changes on interactions between organisms
- **Describe/predict/justify** how scientific knowledge has been used to address issues associated with invasive species.

### Tasks:

#### What I have to do...

 read  complete  create  think  answer	<p><b>Part A: Construct a food web</b></p> <ol style="list-style-type: none"> <li>1. <b>Read</b> a story about Outback Queensland Food Webs</li> <li>2. <b>Complete</b> (fill in) the table to show feeding relationships</li> <li>3. <b>Create</b> (draw/make) a food web to show the feeding relationships</li> <li>4. <b>Think</b> about what would happen if there was less grass</li> <li>5. <b>Answer</b> the questions to demonstrate (show) what you are thinking</li> </ol>	
 read  predict  select  explain  list  predict	<p><b>Part B: Environmental and Human Impacts</b></p> <ol style="list-style-type: none"> <li>1. <b>Read</b> the text</li> <li>2. <b>Predict</b> how a bushfire will change interactions between animals and plants</li> <li>3. <b>Select</b> an invasive species</li> <li>4. <b>Explain</b> how the introduction of the invasive species has been negative</li> <li>5. <b>List</b> what control mechanisms have been put in place</li> <li>6. <b>Predict</b> and <b>justify</b> what effects one of these control measures will have</li> </ol>	

Use the information below to answer Question 1:

**Outback Queensland food web**

In outback Queensland, the sun is hot and the animals like to cool off under the shade of a gum tree. Movement during the day is mostly for locating sources of food.

**Kangaroos** spend their days eating green vegetation - fresh leaves, grass and marigold daisies. At night, the sounds of male **bush crickets** are loud. They try to attract a female as they eat grass. **Bush crickets** have to keep an eye out for **frill-necked lizards** who love to eat them for dinner. **Kookaburra** is a predator of frill-necked lizards. He sits, watching its prey from high in the trees. **Wombat** emerges from her burrow at dusk to feed on the leaves, grass and tree bark.

**Wedge-tail eagle** flies high up in the sky. He and **dingo** are on the lookout for their dinner. The selection is broad. Which of their prey will they eat tonight?

They like **kangaroos**, **wombats** and **frill-necked lizards**?

**Question 1**

- a. **Complete** the table below to show the feeding relationships between the plant and animal species discussed above (where does each animal get their food from?)

<b>Organism</b>	<b>Food source</b>
<b>leaves, grasses, marigold daisies</b>	These organisms make their own nutrients using the sun's energy.
<b>kangaroo</b>	
<b>bush cricket</b>	
<b>frill-necked lizard</b>	
<b>kookaburra</b>	
<b>wedge-tailed eagle</b>	
<b>wombat</b>	
<b>dingo</b>	

- b. **Construct** a food web to show the feeding relationships between the animals and plants in Outback Queensland.

**Outback food web story stimulus**

**Hot sun in the outback**



**Shady gum trees help animals to cool off**



**Animals come out looking for food**



**Kangaroo eating green leaves and grass**



**Bush crickets calling loudly and eating grass**



**Frill-necked lizard keeping an eye out for bush crickets to eat**



**Kookaburra perched in a gum tree preying on frill-necked lizards**



**Wombat coming out of its burrow at dusk to eat leaves and grass**



**Wedge-tailed eagle flying high in the sky looking for animals to eat**



**Dingo on the lookout for animals to eat**



Know	Do	Think
<p>That images are chosen and used in certain ways to appeal to and persuade a target audience</p>	<p>Identify what image framing, placement of elements and salience of composition has been used.</p> <p>Explain how the chosen images and the effects used persuade the targeted audience</p>	<p>What images have been used?</p> <p>How have they been framed, placed and enhanced?</p> <p>What impact do these effects have on the target audience?</p>

**Concepts/Content**

- Make explanations
- Effects of images
  - o Framing
  - o Placement of elements
  - o Salience on composition
- Use of images and their features to persuade audiences

**Breakout Room Activity:**

- What are some task ideas?
- What differentiation/universal elements might we incorporate?
- What might be some supplementary adjustments?