



LATIN LINGO – CLASSIFICATION

By the end of Year 7, students understand that classification helps organise the diverse group of organisms.

A visit to Currumbin Wildlife Sanctuary provides a holistic experience where the curriculum area is presented using real world examples and encounters, creating a meaningful teaching and learning experience.

By combining the knowledge from one of our experienced Education Officers, with the experience of “seeing” the curriculum, students will become engaged in the topic area.

YEAR LEVEL: Year 7, Stage 4

DESCRIPTION: With over 100 species at Currumbin Wildlife Sanctuary, we need to make sure we know who’s who in the zoo! Did you know that many animals go by many common or local names, but all animals have only one Latin or scientific name. It doesn’t matter what language you speak, Latin is the international language of classification. Many of the exhibits at Currumbin Wildlife Sanctuary have accompanying signage so students can brush up on their ‘Latin Lingo’ and learn how classification helps organise organisms in addition to this lesson on classification.

EXCURSION FORMAT: This excursion provides a mix of self-guided activities as well as a lesson presented by one of our educators. Students will learn how classification helps organise organisms as they embark upon a learning journey to complete the provided work sheet (optional), as well as meet and interact with some of our resident animals.

AUSTRALIAN CURRICULUM LINKS:

YEAR 7: ACSSU111, ACSIS124, SC4-14LW



ACTIVITIES

BEFORE YOUR VISIT:

Classifications and Guess Zoo – <http://www.arkive.org/education/teaching-resources-11-14>

In small groups, students can play 'Guess Zoo'. Take turns to ask Yes or No questions about the animal on your card to the rest of your group. You can ask 'Am I a mammal?' for example. Try and see if you can work out what you are from the answers to your questions.

Helpful video resources:

Classification of Living Things - <https://ed.ted.com/on/xXp0T7vb>

DURING YOUR VISIT — SELF GUIDED:

In small groups (with an adult), have students complete the work sheet, 'Latin Lingo', to discover how classification helps organise organisms.

WILDLIFE DISCOVERY EXPERIENCE — LESSON — OPTIONAL

Our Education Officer will introduce your students to three various animals and discuss their classification. Animals may include a python comparison plus one bird **or** mammal **or** insect order.

Students will also be able to have a close look at these animals, while our Education Officer discusses and points out similarities and differences in features.

Students will have time to ask questions of our Education Officers (it would be great if questions could be prepared beforehand).

AFTER YOUR VISIT:

Suggested activity:

<http://scienceweb.asta.edu.au/years-7-8/unit2/lesson-two/yr78-unit2-lesson-two.html>

Individually, have students develop a dichotomous key for the birds in their school yard.



DETAILED AUSTRALIAN CURRICULUM LINKS

Australian Curriculum links:		Elaborations:
<p>Year 7</p> <p>Biological Sciences</p> <p>ACSSU111</p>	<p>Classification helps organise the diverse group of organisms</p>	<ul style="list-style-type: none"> • considering the reasons for classifying such as identification and communication • grouping a variety of organisms on the basis of similarities and differences in particular features • considering how biological classifications have changed over time • classifying using hierarchical systems such as kingdom, phylum, class, order, family, genus, species • using scientific conventions for naming species using provided keys to identify organisms surveyed in a local habitat
<p>Science Inquiry Skills</p> <p>ACSIS124</p>	<p>Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge</p>	<ul style="list-style-type: none"> • working collaboratively to identify a problem to investigate • recognising that the solution of some questions and problems requires consideration of social, cultural, economic or moral aspects rather than or as well as scientific investigation • using information and knowledge from previous investigations to predict the expected results from an investigation
<p>NSW Syllabus links:</p>	<p>Outcomes:</p>	<p>Content:</p>
<p>Stage 4</p> <p>SC4-14LW</p>	<p>A student relates the structure and function of living things to their classification, survival and reproduction</p>	<p>LW1 There are differences within and between groups of organisms; classification helps organise this diversity (ACSSU111)</p> <p>Students:</p> <ol style="list-style-type: none"> identify reasons for classifying living things classify a variety of living things based on similarities and differences in <u>structural</u> features use simple keys to identify a range of plants and animals identify some examples of groups of micro-organisms outline the structural features used to group living things, including plants, animals, fungi and bacteria explain how the features of some Australian plants and animals are adaptations for survival and reproduction in their environment