Superhero Gadget Unit Plan

Grade Level/s:
6, 5, 4, 3, 2, 1, K

Subject/s:
Technologies,English,Art & Music

Type:
Unit Plan

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Superhero Gadget Unit Plan
Students will develop their understanding of the design process to create an original gadget for a new superhero.

Single Lesson Plan

Downloadable files

Superhero_Evaluation_Form.docx
(/download/lesson_plan_attachments/files/000/000/191/original/Superhero_Evaluation_Form.docx?
1499228851)

Superhero_Gadget_Design_Worksheet.docx
(/download/lesson_plan_attachments/files/000/000/195/original/Superhero_Gadget_Design_Worksheet.docx?
1499228854)

superheroes_vs_supervillians.docx
(/download/lesson_plan_attachments/files/000/000/198/original/superheroes_vs_supervillians.docx?
1499228855)

Design_Checklist.docx
(/download/lesson_plan_attachments/files/000/000/188/original/Design_Checklist.docx?1499228838)

Curriculum

South Australian TfEL:

4.4 communicate learning in multiple modes

4.1 build on learners' understandings

3.4 promote dialogue as a means of learning

3.2 foster deep understanding and skilful action

3.1 teach students how to learn

2.4 challenge students to achieve high standards with

2.2 build a community of learners

2.1 develop democratic relationships

Australian Curriculum:

Building Etymological Knowledge About Word Origins (For Example 'thermometer') And Building Vocabulary From
Research About Technical And Subject Specific Topics (ELBE905)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/dc57715b-03f6-496a-9553-9e4600a2a3bc)

Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in
research (ACELA1498)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a6d54cfb-d2a7-49b2-9ad4-9e4600a2a3bc)

Using Grammatical Features Including Different Types Of Verb Groups/Phrases, Noun Groups/Phrases, Adverb
Groups/Phrases And Prepositional Phrases For Effective Descriptions As Related To Purpose And Context (For Example,
Development Of A Character&Rsquo;S Actions Or A Description In A Report) (ELBE014)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ea60c8ee-3b6d-4845-8f5d-9fb900e56dac)

Using Appropriate Simple, Compound And Complex Sentences To Express And Combine Ideas (ELBE015)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/fe2d4ae0-ce16-447f-9a9a-9fb900e56dac)

Using Research From Print And Digital Resources To Gather Ideas, Integrating Information From A Range Of Sources;
Selecting Text Structure And Planning How To Group Ideas Into Paragraphs To Sequence Content, And Choosing
Vocabulary To Suit Topic And Communication Purpose (ELBE016)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/42b2e02d-0b2f-4e96-9afb-9fb900e56dac)

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details
for a widening range of audiences, demonstrating increasing control over text structures and language features
(ACELY1694)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d96591a1-17ac-4aca-b4cc-9e4600a2a3bc)

Reporting On A Topic In An Organised Manner, Providing Relevant Facts And Descriptive Detail To Enhance Audience
Understanding, And Beginning To Refer To Reliable Sources To Support Claims (ELBE928)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9ce2b85c-d486-4422-8e18-9e4600a2a3c0)

Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes
and audiences (ACELY1689)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5cdda262-5399-42d0-a843-9e4600a2a3c0)

Exploring The Effects Of Changing Voice Tone, Volume, Pitch And Pace In Formal And Informal Contexts (ELBE927)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/36a40c4c-e3c5-4975-b376-9e4600a2a3c0)

Choosing A Variety Of Appropriate Words And Prepositional Phrases, Including Descriptive Words And Some Technical
Vocabulary, To Communicate Meaning Accurately (ELBE926)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8d483f77-2f72-4248-a8ef-9e4600a2a3c0)

Developing Appropriate Speaking And Listening Behaviours Including Acknowledging And Extending Others' Contributions, Presenting Ideas And Opinions Clearly And Coherently (ELBE925)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a3b0049e-bc87-4f1f-b272-9e4600a2a3c0)

Participating In Pair, Group, Class And School Speaking And Listening Situations, Including Informal Conversations, Class Discussions And Presentations (ELBE924)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/abdd393f-7dac-415c-b4f1-9e4600a2a3c0)

Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/4be451f7-cf86-414e-a998-9e4600a2a3c0)

Using Vocabulary, Including Technical Vocabulary, Relevant To The Text Type And Purpose, And Appropriate Sentence Structures To Express And Combine Ideas (ELBE883)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/29fd123c-f771-4f57-9155-9e4600a2a3bc)

Using Appropriate Simple, Compound And Complex Sentences To Express And Combine Ideas (ELBE882)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1bcb5469-4fc0-4cc4-8985-9e4600a2a3bc)

Selecting Appropriate Text Structure For A Writing Purpose And Sequencing Content For Clarity And Audience Impact (ELBE881)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c5587c77-f02d-419d-915c-9e4600a2a3bc)

Using Print And Digital Resources To Gather Information About A Topic (ELBE880)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/17024081-30e1-4fd7-ad26-9e4600a2a3bc)

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print,and multimodal elements appropriate to the audience and purpose (ACELY1682)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9a8be41e-8c12-43de-9682-9e4600a2a3b2)

Drawing On Relevant Research Into A Topic To Prepare An Oral Or Multimodal Presentation, Using Devices Such As Storyboards To Plan The Sequence Of Ideas And Information (ELBE867)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7e0851d7-3eb3-44df-9a71-9e4600a2a3fd)

Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/c9e57869-83bb-49a3-9657-9e4600a2a3fd)

Participating In Collaborative Discussions, Building On And Connecting Ideas And Opinions Expressed By Others, And Checking Students' Own Understanding Against Group Views (ELBE860)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bcc42e0f-1964-4875-954c-9e4600a2a3fd)

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/353951d0-897d-449e-89fb-9e4600a2a3fd)

Reflecting On Designed Solutions To Critique And Assess Suitability, Sustainability And Enterprise Opportunities And Determine How Well They Meet Success Criteria (ELBT414)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ce3e4c15-18c5-4f23-97ab-2acee42e6f17)

Comparing The Amount Of Waste That Would Be Produced From Different Design And Development Options And The Potential For Recycling Waste (ELBT406)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/53cb10ab-bfd3-4f14-8219-32cdbbc4fb22)

Reflecting On The Sustainability Implications Of Selected Designed Solutions (ELBT168)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/953a750f-5101-4d3b-847d-ae69154f076c)

Evaluating The Functional And Aesthetic Qualities Of A Designed Solution (ELBT35)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/12bd3fde-0ce6-4874-9566-eea4d2ecd1d1)

Evaluating, Revising And Selecting Design Ideas, Based On Criteria For Success And Including Consideration Of Ethics, Social Values And Sustainability (ELBT342)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/f454fc5f-bc28-4ea6-8a61-5250e590a0f5)

Negotiating Criteria For Success With Class Or Group Members (ELBT411)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e99ee4dc-7243-4d03-b0e3-2be6f2aab3a5)

Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b1370b5c-6ae3-42d5-a974-b2f33aca49b1)

Demonstrating Safe, Responsible And Cooperative Work Practices When Making Designed Solutions (ELBT128)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bb209d3a-ab23-4361-9e82-c210b96ac158)

Selecting And Using Materials, Components, Tools, Equipment And Processes With Consideration Of The Environmental Impact At Each Stage Of The Production Process (ELBT269)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6e7e6298-ccaa-4911-87cf-767b57cab33c)

Using Tools And Equipment Accurately When Measuring, Marking And Cutting; And Explaining The Importance Of Accuracy When Designing And Making, For Example Creating A Template, Measuring Ingredients In A Recipe, Sowing Seeds (ELBT67)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/600213a6-f621-4357-94a8-deedc38305dd)

Exploring Ways Of Joining, Connecting And Assembling Components That Ensure Success, And The Impact Digital Technologies Have Had On These Processes (ELBT250)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/97966d63-f2b3-4d6f-a841-7ee14c4ac447)

Using Appropriate Technologies Terms To Confidently Describe And Share With Others Procedures And Techniques For Making, For Example Cutting And Joining Materials (ELBT65)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/629a4441-c6dc-4cca-bece-df5b582e92cb)

Select and use materials, components, tools and equipment using safe work practices to make designed solutions (ACTDEP016)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e1178ae3-500a-47ed-ab5d-baa50990736b)

Planning, Sharing And Documenting Creative Ideas And Processes Using Digital Tools Such As A Class Blog Or Collaborative Document (ELBT388)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/2ed06a48-642c-4ddc-954c-3d34b4e34462)

Visualising And Exploring Innovative Design Ideas By Producing Thumbnail Drawings, Models And Labelled Drawings To Explain Features And Modifications (ELBT211)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a12a5d0e-ad92-4ac3-b48e-911b49a6b530)

Identifying The Properties Of Materials Needed For The Designed Solution (ELBT10)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ee3ed807-456a-4447-a89f-fb8e6f115cf3)

Generating A Range Of Design Ideas For Intended Products, Services, Environments (ELBT174)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/86614c60-bc02-4736-a7d0-aacfdf81b1fc)

Exploring Ways Of Joining, Connecting And Assembling Components That Ensure Success (ELBT361)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d093df89-3b8a-40ad-8c2b-491eadec61d0)

Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bf39b902-e9bd-4de1-86b3-fdc9ce32928c)

Analysing Products, Services And Constructed Environments From A Range Of Technologies Contexts With Consideration Of Possible Innovative Solutions And Impacts On The Local Community And The Sustainability Of Its Environment (ELBT140)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a34f7ed5-1f66-43dc-a492-ba24a61e0fd8)

Investigating Local Constructed Environments To Compare How Buildings Were Constructed In The Past And In The Present And Noting Innovations (ELBT294)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/a1cb1080-4119-4008-8a89-69382e543e16)

Comparing How Different Components Interrelate And Complement Each Other In A Finished Designed Solution, For Example Investigating And Playing With Joining Processes For A Variety Of Materials In The Production Of Common Products (ELBT404)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6205bb0b-c041-4a4f-a2c3-331f8bb851f5)

Investigating The Suitability Of Technologies – Materials, Systems, Components, Tools And Equipment – When Designing And Making A Product, Service Or Environment, For Example A Toy For A Young Child, A Composting System For Household Waste Management, Raised Garden Beds For Improved Access, Weaving Nets, Bags Or Baskets (ELBT436)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b78f6cd2-6da9-45d3-93e3-207fb2c1a875)

Investigating The Mass Production Of Products To Ensure Standardisation, For Example Students Setting Up A Production Line To Produce A Product For A School Fete (ELBT391)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b5a88ef5-4557-4309-9df5-3a0346410da5)

Conducting Experiments And Tests To Understand The Properties Of Materials, For Example Strength, Durability, Warmth, Elasticity (ELBT384)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/feec2b86-2496-441e-8602-3ea303434f99)

Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes (ACTDEK013)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6fea85e8-ea8b-44ea-9dd4-a612b5bfa0c2)

Experimenting With Body Language And Gesture From Different Cultures And Times (ELBDR063)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/df29aa68-4eb6-4c80-b427-894b79341110)

Developing Sensory And Spatial Awareness When Creating Dramatic Action (ELBDR071)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/61e4290b-d17c-4613-b166-7da71d9b237d)

Exploring Roles And Situations By Trialling The Use Of Language, Such As Choice Of Words, Expressions And Tone (ELBDR038)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/41e6cfb1-7d82-4936-b74e-ba157ec02657)

Varying Their Facial Expressions And Movements To Create Roles And Situations (ELBDR072)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7a9b7a32-3479-4783-b253-7ce3ad6ef012)

Experimenting With The Loudness/Softness, Pace And Pitch Of Their Voices To Create Roles And Situations, Time And Place (ELBDR074)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e044dd88-f9ba-470e-be42-7b7b1007bb97)

Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (ACADRM032)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/734ed57c-2b69-4d37-b324-5b5d9d4e77be)

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