		Pr	61	the body	digestion effectively	 watching the video Activity 2: Students are to get into groups of 4, and make a life size diagram of the digestive system within the body Labelend drar the emune, present to class Activity 3: Students are to discover the 2 types of digestion, that occur, and draw on the life-sized diagram of where this happens, this include mechanical and chemical digestion Students are to create a Venn diagram between the two processes, discussing similarities and differences 	 and gather important information off high achieving students within the diagram activity. Low achieving students aren't expected to complete the Venn diagram properly as they will struggle to find differences between the two 	 Large roll of butcher's paper to provide life sized diagrams of students Venn Diagram worksheet on mechanical and chemical digestion
5 A	ΔC	SSU	150	 Within the lesson the students should be able to; 1. Identify the 4 different types of teeth used within the digestive system 2. Identify the digestive enzymes and their function within the digestive process 	 Assessment for the lesson will be conducted through; 1. Observe and identify the presented PowerPoints for the 4 types of teeth 2. Accuracy of linking diagram for the 3 different types of enzymes, in relation to the breakdown and circle diagram 	 DIGESTIVE SYSTEM- FUNCTIONS WITHIN THE DIGESTIVE SYSTEM Introduction: Present a diagram of what occurs within the mouth of the digestive system, including introduction of teeth, saliva and enzymes Activity 1: Students must provide a PowerPoint presentation of the 4 types of teeth used within the digestive 	 Advanced learners will provide specific PowerPoint presentations that will cover all of the 4 teeth structures, as well as examples of what each type of tooth does within the mouth Low 	 Book: Science quest 8, Australian Curriculum, 2nd edition. Page 100- 102 Understanding and Inquiring Handout of Teeth worksheet

		P٢	6,	iiew froi pag	depending on how well they understand the activity, with 5 fingers being "I understand everything", and 1 finger being "I don't' know much at all" NOTES 30	 heart, show blue arrows for oxygen flow, and red arrows for carbon dioxide flow Activity 3: Conduct experiment to measure the virth capacity of your tungs Answer the questions provided and conduct results for your findings of vital capacity 	with extra assistance with the blood flow through the heart and throughout the experiment	 Book: Science quest 8, Australian Curriculum, 2nd edition. Page 125
9	AC	SSU	150	 Within the lesson the students should be able to; 1. Understand how the lungs work within the body through an experiment 2. Identify asthma and the effects asthma has on breathing 	Assessment for the lesson will be conducted through; 1. Observations and marking based on the design, results and questions answered after the experiment has been undertaken. All work should be at a high standard with the correct content relating to inhaling and exhaling of the lungs 2. Completion and incorporation of	 RESPIRATORY SYSTEM- BREATHING WITHIN THE HUMAN BODY Introduction: Students are to list and describe the different ways to increase or decrease breathing/heart rate Whiteboards Activity 1: Students are to complete the experiment, which implements the different air pressures in the lungs through inhaling and exhaling Record findings and answer questions provided 	 Advanced students will be able to observe and conduct a successful experiment which shows the balloon within the container blow up, when the pressure inside the jar drops Advanced students will need to help and support the low achieving individuals 	 Book: Science quest 8, Australian Curriculum, 2nd edition. Page 129- Understanding and Creating

