

SCIENCE WEEK IN SCHOOLS 2021

AUSTRALIAN CURRICULUM CONNECTIONS

LEARNING AREAS	Science, Technologies (Design & Technologies), HASS (Geography), The Arts (Drama)
GENERAL CAPABILITIES	Critical and Creative Thinking, Ethical Understanding, Personal & Social Capability, ICT Capability, Intercultural Understanding, Literacy
CROSS CURRICULUM PRIORITIES	Sustainability, Aboriginal and Torres Strait Islander Histories and Cultures
THEMES	Sustainable Agriculture, Biosecurity, Food Technology and Innovation, Laboratory Developed Foods, Waste Management, Food Security

SCIENCE

SCIENCE UNDERSTANDING

Sub-strand: Biological Sciences

Year Level	Curriculum Content Descriptions
Year 5	Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)
Year 6	The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)
Year 7	Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112)
Year 9	Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)

SCIENCE AS HUMAN ENDEAVOUR

Sub-strand: Use and Influence of Science

Year Level	Curriculum Content Descriptions
Year 5	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)
Year 6	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)
Year 7	Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120)
Year 8	People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE136)
Year 9	People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities (ACSHE160)

	Values and needs of contemporary society can influence the focus of scientific research (ACSHE228)
Sub-strand: Nature and Development of Science	
Year Level	Curriculum Content Descriptions
Year 7	Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223)

TECHNOLOGIES (DESIGN & TECHNOLOGIES)	
Knowledge and Understanding	
Sub-strand: Technologies and Society	
Year Level	Curriculum Content Descriptions
Years 5 & 6	Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019)
Years 7 & 8	Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)
Year 9	Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040) Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)
Sub-strand: Food and Fibre Production	
Year Level	Curriculum Content Descriptions
Years 5 & 6	Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy (ACTDEK021)
Years 7 & 8	Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032)
Year 9	Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)

HASS - GEOGRAPHY	
Sub-strand: Knowledge and Understanding	
Year Level	Curriculum Content Descriptions
Year 5	<p>The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)</p> <p>The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)</p>
Year 6	<p>Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)</p> <p>The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)</p>
Year 7	<p>Unit 1 – Water in the world Classification of environmental resources and the forms that water takes as a resource (ACHASSK182)</p> <p>The way that flows of water connect places as they move through the environment and the way these affect places (ACHASSK183)</p> <p>The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHASSK185)</p> <p>Economic, cultural, spiritual, and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHASSK186)</p> <p>Unit 2 – Place and liveability The influence of environmental quality on the liveability of places (ACHGK045)</p>
Year 8	<p>Unit 1 – Landforms and landscapes Human causes and effects of landscape degradation (ACHGK051)</p> <p>Ways of protecting significant landscapes (ACHGK052)</p> <p>Unit 2 – Changing nations Management and planning of Australia's urban future (ACHGK059)</p>
Year 9	<p>Unit 1 – Biomes and food security Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations (ACHGK061)</p> <p>Environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062)</p> <p>Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)</p> <p>The capacity of the world's environments to sustainably feed the projected future global population (ACHGK064)</p>

	<p>Unit 2 – Geographies of interconnections The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

THE ARTS – DRAMA	
Year Level	Curriculum Content Descriptions
Years 5 & 6	<p>Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRR038)</p>
Years 7 & 8	<p>Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning (ACADRR045)</p> <p>Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR046)</p>
Year 9	<p>Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)</p> <p>Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts (ACADRR053)</p>