

SAVING WHAT WE'VE GOT: Australia's Wildlife Under Threat

Friday 22 March 2019 | 11.15am–12.15pm

This session is particularly suitable for Year 7-10 and senior science students.

Possible curriculum links between Saving What We've Got and the Australian Curriculum are described in the table below. The applicable Achievement Standard (relevant section bolded), content descriptions and C2C units have been outlined for Year 9 Science, Biology, Science in Practice and Science21.

YEAR 9 curriculum links

Links with Cross-curriculum Priorities	Links with General Capabilities
<p>Sustainability</p> <ul style="list-style-type: none"> Discuss how human actions can play a vital part in meeting the needs of living things in some environments. 	<p>Numeracy</p> <ul style="list-style-type: none"> Interpreting statistical information <p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> Inquiring generating ideas, possibilities and actions <p>Personal and Social Capability</p> <ul style="list-style-type: none"> Self-awareness Social management <p>Ethical Understanding</p> <ul style="list-style-type: none"> Reasoning in decision making and actions Exploring values, rights and responsibilities

The Queensland Museum acknowledges the expertise and support of the Department of Education in developing these curriculum links.

Australian Curriculum: Science

Year	Achievement Standard	Content descriptions	C2C
9	Students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.	<p>Science Understanding</p> <ul style="list-style-type: none"> Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (ACSSU175) <p>Science as a Human Endeavour</p> <ul style="list-style-type: none"> Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries (ACSHE158) The values and needs of contemporary society can influence the focus of scientific research (ACSHE228) 	<p>Year 9 Unit 5</p> <p>My life in balance</p>

Senior Subject curriculum links

All senior subjects incorporate 21st century skills and attributes that students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. Pioneers in Science links with the following 21st century skills and attributes:

- critical thinking (decision-making, reasoning, reflecting and evaluating)
- creative thinking (innovation, identifying alternatives, seeing or making new links)
- personal and social skills (citizenship, ethical understanding)
- collaboration and teamwork (participating and contributing, community connections)

There are a range of senior syllabus curriculum links with SAVING WHAT WE'VE GOT: AUSTRALIA'S WILDLIFE UNDER THREAT. Explicit curriculum links are outlined below with Biology, Science in Practice and Science21. Possible associations are evident with Agricultural Science (2019), Marine Science (2019), Earth and Environmental Science (2019).

Biology

Participation in Saving What We've Got will provide opportunities for students to address the general objective of the syllabus that develops attitudes and values to:

- understand that science is a human endeavour and has limitations
- retain a commitment to scientific reasoning, openness to new ideas, intellectual honesty, and respect for evidence
- appreciate the contribution of Biology to local, national and international issues
- acknowledge responsibility when making decisions about the use of biological information

Science in Practice (Year 11, 2019)

Core topic 1: Scientific literacy and working scientifically

This core topic is designed to encourage students to become scientifically informed individuals. Scientific literacy is a way of thinking and a way of viewing and interacting with the world; it is encouraged and developed through working scientifically.

Electives: Health and Lifestyles

Individuals and industry have a responsibility, to themselves and to society, to promote health. Increasing numbers of individuals are being diagnosed with diseases such as asthma, arthritis, cancer, obesity, allergies, diabetes and cardiovascular disease.

The impacts of science on health and safety have accelerated in the last century. Students should understand the potential impact of science, that it has great implications for the future and affects not only humans, but also plants and animals.

Science can provide preventative measures and solutions to health and lifestyle challenges.

Science 21 (Year 12, 2019)

Scientific Priority: Health and Wellbeing

Science impacts on human health. Indicative topics particularly in areas relating to the cause, spread and control of infectious disease. In terms of wellbeing, science directs attention to preventative measures and provides solutions to health and lifestyle challenges. The impacts of science on health and wellbeing have accelerated in the last century. They have great prospects for the future and affect not only humans, but also other animals and plants.

Indicative topic: Infectious disease and prevention

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