

Curriculum Linkages

Australian Capital Territory

Teaching the activities in this unit may help to contribute towards students' attainment of the following 'Essential Learning Achievements' developed by the ACT DET and outcomes from the national curriculum profiles. These are suggestions and individual teachers are able to choose those relevant to their situation and students' needs.

ESSENTIAL LEARNING ACHIEVEMENTS

The student applies methods of inquiry.

The student recognises patterns and draws out generalisations.

The student understands the effects of humans on the earth.

NATIONAL PROFILES LEARNING AREA OUTCOMES

Society and environment

Science

Life and living (L&L)

4.7 Identifies events that affect balance in an ecosystem.

4.8 Explains the functioning of systems within living things.

Working scientifically (WS)

4.13 Identifies factors to be considered in investigations, controls which may be needed, and ways of achieving control.

4.14 Collects and records information as accurately as equipment permits an investigation purposes require.

4.15 Draws conclusions linked to the information gathered and the purposes of the investigation.

4.16 Reviews the extent to which conclusions are reasonable answers to the questions asked.

Studies of society and environment

Place and space (P&S)

4.6 Describes different views of individuals and groups about issues related to the care of places.

Investigation, communication and participation (I,C&P)

4.16 Identifies the types of data and sources required by a task and decides how they will be used to gain information.

4.17 Translates information from one form to another.

4.18 Designs suitable strategies for tasks and to assist decision-making for particular purposes.

English

Speaking and listening (S&L)

4.1 Interacts confidently with others in a variety of situations to develop and present familiar ideas, events and information.

Writing (W)

4.9 Uses writing to develop familiar ideas, events and information.

4.10 Adjusts writing to take account of aspects of context, purpose and audience.

4.11 Controls most distinguishing linguistic structures and features of basic text types such as stories, procedures, reports and arguments.

4.12a When prompted, uses a range of strategies for planning, reviewing and proofreading own writing.

4.12b Uses a multi-strategy approach to spelling.

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Ghastly Guests activities	Society & Environment	Science	English
1.1 Worksheet and brainstorming session			
1.2 Pressing, presenting and drawing weed samples		L&L 4.8	
1.3 View a PowerPoint presentation to investigate different weed types, and management options			
1.4 Hear, Hidden and Head comprehension passages			
1.5 Secret message with maths calculations and a letter code			
2.1 Scientific experiment investigating plant competition		WS 4.13, 4.14, 4.15 & 4.16	
2.2 Experiment to observe seed dormancy		WS 4.14, 4.15 & 4.16	
2.3 Investigating seed dispersal			
2.4 Designing a wind dispersed seed			
2.5 Using food webs, to discover the impact of introduced plants		L&L 4.7	
2.6 Identifying activities causing weed spread and developing an informative brochure			
2.7 Complete a cross word			
3.1 Survey and study of a local weedy area	P&S 4.6 I,C&P 4.16,4.17, 4.18		S&L 4.1
3.2 Develop a well structured exposition/ argument in response to a statement			W 4.9, 4.10, 4.11 & 4.12a&b
3.3 Play the fun and challenging interactive computer game 'Weed Wipeout'			

Please note: While all care and effort has been taken to develop these curriculum linkages so they are accurate at the time of developing this resource, with the evaluation and modification processes associated with curriculum development teachers will need to update linkages as required.