

Curriculum Linkages

Northern Territory

Teaching the activities in this unit may help to work towards the demonstration of the following outcomes from the NTCF. These are suggestions and individual teachers are able to choose those relevant to their situation and students' needs.

Exit Outcome:

EsseNTial Learnings Constructive learner 4 [Con 4]

Identifies environmental and social issues within the local and global community and takes steps to promote change.

CROSS-CURRICULA PERSPECTIVES AND LEARNINGS

Environmental [Env]

Literacy [Lit-RV], [Lit-LS], [Lit-W]

Learning Technology [LT]

SCIENCE

Working scientifically (Sci WS)

2.1 PLANNING Suggest ways of doing investigations giving consideration to fair testing and make simple predictions based on personal experience.

2.2 INVESTIGATING Organise and use equipment and resources consistently to gather and present information.

2.3 EVALUATING Justify conclusions on the basis of collected information and identify difficulties experienced in doing investigations.

3.1 PLANNING Plan their own guided investigations, identifying factors to be considered to ensure a fair test.

3.2 INVESTIGATING Collect and record information and draw conclusions as accurately as resources allow.

3.3 EVALUATING Review the extent to which conclusions are reasonable answers to the questions posed and processes used.

4.1 PLANNING Assess a problem, formulate a hypothesis and plan a fair test that controls a number of variables, from a given focus question.

4.2 INVESTIGATING Select equipment and data processing techniques that will clarify patterns and allow generalisations.

4.3 EVALUATING Assess the confidence of the conclusions drawn from their findings and make suggestions to improve an investigation.

Concepts and contexts (Sci CC)

2.2 LIFE AND LIVING Organise features of living things into systems which determine their interaction with the environment.

3.2 LIFE AND LIVING Explain that living systems can interact and that such interactions can lead to change.

STUDIES OF SOCIETY AND ENVIRONMENT

Environments (SOSE-Env)

3.2 Environmental Awareness and care Report on how organisations promote environmental monitoring and protection.

3.3 Natural systems Describe features of eco-systems, explain their location and deduce the conditions which contribute to their distribution and/or change.

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Ghastly Guests activities	Science	Society & Environment	Links to other learning areas, cross-curricula perspectives and learnings or EsseNTial Learnings
1.1 Worksheet and brainstorming session			
1.2 Pressing, presenting and drawing weed samples	Sci CC2.2		
1.3 View a PowerPoint presentation to investigate different weed types, and management options			[XC Env]
1.4 Hear, Hidden and Head comprehension passages			[Lit-RV]
1.5 Secret message with maths calculations and a letter code			
2.1 Scientific experiment investigating plant competition	Sci CC 3.2 Sci WS 2.1, 2.2, 2.3 Sci WS 3.1, 3.2, 3.3 Sci WS 4.1, 4.2, 4.3		
2.2 Experiment to observe seed dormancy	Sci WS 2.1, 2.2, 2.3 Sci WS 3.1, 3.2, 3.3 Sci WS 4.1, 4.2, 4.3		
2.3 Investigating seed dispersal	Sci CC 3.2		
2.4 Designing a wind dispersed seed	Sci CC 3.2		
2.5 Using food webs, to discover the impact of introduced plants	Sci CC 3.2	SOSE-Env 3.3	[XC Env]
2.6 Identifying activities causing weed spread and developing an informative brochure			[XC Env] [Con 4]
2.7 Complete a cross word			
3.1 Survey and study of a local weedy area		SOSE-Env 3.2	[Con 4] [Lit-LS] [LT]
3.2 Play and then design and develop a game			
3.3 Develop a well structured exposition/ argument in response to a statement			[Lit-W]
3.4 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.