

# Curriculum Linkages

## South Australia

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

### SOCIETY AND ENVIRONMENT

#### Place, space and environment

**PSE 3.4** Identifies and describes significant resources, explains the threats which endanger them, and suggests strategies to combat threats. [F] [In] [T] [KC1] [KC2] [KC6]

**PSE 3.5** Interprets and represents data about natural and built ecosystems, resources, systems and interactions, both global and local, using maps, graphs and texts. [In] [T] [C] [KC1] [KC2] [KC5]

**PSE 3.6** Identifies factors affecting an environmental issue, and reports on ways to act for sustainable futures. [F] [In] [T] [KC1] [KC2]

### SCIENCE

#### Life systems

**LS 3.5** Explains the interrelationships between systems within living things, and between living things in ecological systems. They relate these ideas to the health of individuals and to threats to the sustainability of ecological systems. [F] [Id] [In] [KC1] [KC2]

### ENGLISH

#### Texts and contexts

**TC 3.2** Produces a range of spoken texts about topics and events of personal and community interest, for school and wider community contexts and audiences. [In] [T] [C] [KC2]

**TC 3.4** Composes a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience purpose and context. [Id] [T] [C] [KC2]

#### Languages

**L 3.6** Selects and uses most aspects of language when producing a variety of spoken texts appropriate for a wide range of school and community audiences. [Id] [T] [C] [KC2]

**L 3.8** Selects and uses a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts about familiar, new and possible experience. [Id] [T] [C] [KC3]

#### Strategies

**S 3.9** Uses and discusses a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts. [T] [C] [KC2] [KC6]

**S 3.10** Selects and uses a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences. [Id] [T] [C] [KC3] [KC6]

**S 3.12** Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately. [T] [C] [KC3]

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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		LS 3.5	
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		LS 3.5	
2.2 Experiment to observe seed dormancy			
2.3 Investigating seed dispersal			
2.4 Designing a wind dispersed seed			
2.5 Using food webs, to discover the impact of introduced plants		LS 3.5	
2.6 Identifying activities causing weed spread and developing an informative brochure	PSE 3.6		
2.7 Complete a cross word			
3.1 Survey and study of a local weedy area	PSE 3.4 PSE 3.5 PSE 3.6	LS 3.5	TC 3.2 L 3.6 S 3.9 S 3.10
3.2 Develop a well structured exposition/argument in response to a statement			TC 3.4 L 3.8 S 3.12
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.