

WATERWATCH



Upper Murrumbidgee

EDUCATION



Underwater Habitats

Primary Education: Years K - 6

Content Codes Achievement Standards

Supported by:



ACT
Government



Underwater Habitats

Primary Education: Yr K - 6

Australian National Curriculum Alignments

YrK: Science: ACSSU002, ACSHE013, ACSIS014, ACSIS233, ACSIS012

Yr1: Science: ACSSU017, ACSSU211, ACSHE021, ACSHE022, ACSIS024, ACSIS025, ACSIS029

Humanities & Social Sciences: ACHASSI023, ACHASSI024, ACHASSI025, ACHASSI026, ACHASSK031

Yr2: Science: ACSHE035, ACSIS038, ACSIS042

Humanities & Social Sciences: ACHASSI041, ACHASSI042, ACHASSK049

Yr3: Science: ACSSU044, ACSHE050, ACSHE051, ACSIS060

Humanities & Social Sciences: ACHASSI058, ACHASSI060

Yr4: Science: ACSSU073, ACSSU075, ACSHE061, ACSHE062

Humanities & Social Sciences: ACHASSI081, ACHASSK083, ACHASSK088, ACHASSK089

Yr5: Science: ACSSU043

Humanities & Social Sciences: ACHASSI101, ACHASSI102, ACHASSI103, ACHASSI104, ACHASSK107, ACHASSK112, ACHASSK113

Yr6: Science: ACSSU094, ACSHE100, ACSIS110

Humanities & Social Sciences: ACHASSI132

YrK-6: Aboriginal and Torres Strait Islander Histories and Cultures: O1.2, O1.3, O1.5

Achievement Standards

Foundation: Science: Students suggest how the environment affects them and other living things. They share and reflect on observations and ask and respond to questions about familiar objects and events.

Year 1: Science: Students describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena.

Humanities & Social Sciences: Students identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

Geography: Students identify and describe the natural, managed and constructed features of places at a local scale and identify where features of places are located. They recognise that people describe the features of places differently. Students identify changes in features and describe how to care for places.

Yr2: Humanities & Social Sciences: Geography: Students interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

Yr3: Science: Students group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions. Students use their experiences to identify questions and make predictions about scientific investigations.

Yr3: Humanities & Social Sciences: They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

Yr4: Science: They describe relationships that assist the survival of living things. They identify when science is used to understand the effect of their actions.

Humanities & Social Sciences: Students recognise the significance of events in bringing about change and the importance of the environment. Students identify the interconnections between components of the environment and between people and the environment. Students develop questions to investigate. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action.

Yr5: Science: Students analyse how the form of living things enables them to function in their environments. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation.

Humanities & Social Sciences: They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action.

Yr6: Science: Students describe and predict the effect of environmental changes on individual living things.

Humanities & Social Sciences: They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal.