

Curriculum connections

Program general capabilities: literacy, critical and creative thinking, ethical understanding, numeracy, personal and social capability

Program cross curriculum priorities: sustainability, Aboriginal and Torres Strait Islander histories and cultures

The Water Detectives of the Eyre Peninsula (Years R - 6)

Science	
Foundation	Living things have basic needs, including food and water (ACSSU002) Daily and seasonal changes in our environment affect everyday life (ACSSU004)
Year 1	Living things live in different places where their needs are met (ACSSU211) Observable changes occur in the sky and landscape (ACSSU019)
Year 2	Earth's resources are used in a variety of ways (ACSSU032) People use science in their daily lives, including when caring for their environment and living things (ACSHE035)
Year 3	Science involves making predictions and describing patterns and relationships (ACSHE050) Science knowledge helps people to understand the effect of their actions (ACSHE051)
Year 4	Living things depend on each other and the environment to survive (ACSSU073) Science knowledge helps people to understand the effect of their actions (ACSHE062)
Year 5	Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)
Year 6	The growth and survival of living things are affected by physical conditions of their environment (ACSSU094) Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)

HASS (Geography)	
Year 1	<p>The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)</p> <p>The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHASSK032)</p>
Year 3	<p>Earth's resources are used in a variety of ways (ACSSU032)</p> <p>People use science in their daily lives, including when caring for their environment and living things (ACSHE035)</p>
Year 4	<p>The importance of environments, including natural vegetation, to animals and people (ACHASSK088)</p> <p>The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)</p>
Year 5	<p>The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)</p> <p>The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)</p>

Technologies	
Years F-5	<p>Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)</p> <p>Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)</p>
Year 3-4	<p>Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010)</p> <p>Investigate food and fibre production and food technologies used in modern and traditional societies (ACTDEK012)</p>
Year 5-6	<p>Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019)</p> <p>Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy (ACTDEK021)</p>

Health & PE	
Years 3-4	<p>Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041)</p>
Year 5-6	<p>Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059)</p>

English	
Foundation	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)
Year 1	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)
Year 2	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)
Year 3	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)
Year 4	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)
Year 5	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)
Year 6	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

Water Wise Game Changers (Years 7 & 8)

Science	
Year 7	Some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable (ACSSU116) Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223) Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120) People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121)
Year 8	Chemical change involves substances reacting to form new substances (ACSSU225) Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (ACSSU153) Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE135)



HASS (Geography)

Year 7	Classification of environmental resources and the forms that water takes as a resource (ACHASSK182)
	The way that flows of water connect places as they move through the environment and the way these affect places (ACHASSK183)
	The quantity and variability of Australia's water resources compared with other continents (ACHASSK184)
	The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHASSK185)

Technologies

Year 7-8	Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)
	Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032)

Health & PE

Year 7-8	Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)
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English

Year 7	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)
Year 8	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)