

Endangered Wildlife

Curriculum Links



The table below outlines the Australian Curriculum (v8.1) links to Science, Humanities and Social Sciences and English for the 'Endangered Wildlife' unit of work and supporting cross-curricular lesson ideas. Links to other learning areas can be made depending on the direction this unit takes in your classroom.

Year level	Learning Area		
	Science	Humanities and Social Sciences	English
Year 3	<p>Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)</p> <p>Science knowledge helps people to understand the effect of their actions (ACSHE051)</p>	<p>Pose questions to investigate people, events, places and issues (ACHASSI052)</p> <p>Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057)</p> <p>Draw simple conclusions based on analysis of information and data (ACHASSI058)</p>	<p>Examine how evaluative language can be varied to be more or less forceful (ACELA1477)</p> <p>Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)</p>



Endangered Wildlife

Curriculum Links



Year level	Learning Area		
	Science	Humanities and Social Sciences	English
Year 3 (cont.)		<p>Interact with others with respect to share points of view (ACHASSI059)</p> <p>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060)</p>	<p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)</p> <p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)</p>
Year 4	<p>Living things have life cycles (ACSSU072)</p> <p>Living things depend on each other and the environment to survive (ACSSU073)</p>	<p>Pose questions to investigate people, events, places and issues (ACHASSI073)</p> <p>Locate and collect information and data from different sources, including observations (ACHASSI074)</p>	<p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)</p>



Endangered Wildlife

Curriculum Links



Year level	Learning Area		
	Science	Humanities and Social Sciences	English
Year 4 (cont.)	<p>Science knowledge helps people to understand the effect of their actions (ACSHE062)</p>	<p>Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077)</p> <p>Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078)</p> <p>Interact with others with respect to share points of view (ACHASSI080)</p> <p>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)</p>	<p>Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)</p> <p>Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research. (ACELA1498)</p> <p>Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)</p>



Endangered Wildlife

Curriculum Links



Year level	Learning Area		
	Science	Humanities and Social Sciences	English
Year 4 (cont.)		The importance of environments, including natural vegetation, to animals and people (ACHASSK088)	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)
Year 5	<p>Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</p> <p>Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)</p>	<p>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)</p> <p>Locate and collect relevant information and data from primary and secondary sources (ACHASSI095)</p>	<p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)</p> <p>Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</p>



Endangered Wildlife

Curriculum Links



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	Science	Humanities and Social Sciences	English
Year 5 (cont.)		<p>Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099)</p> <p>Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100)</p> <p>Evaluate evidence to draw conclusions (ACHASSI101)</p> <p>Work in groups to generate responses to issues and challenges (ACHASSI102)</p>	<p>Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)</p> <p>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)</p> <p>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)</p>



Endangered Wildlife

Curriculum Links



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	Science	Humanities and Social Sciences	English
Year 5 (cont.)		<p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)</p> <p>The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)</p>	
Year 6	The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)	Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)



Endangered Wildlife

Curriculum Links



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	Science	Humanities and Social Sciences	English
Year 6 (cont.)	<p>Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)</p>	<p>Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)</p> <p>Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127)</p> <p>Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128)</p> <p>Evaluate evidence to draw conclusions (ACHASSI129)</p>	<p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis. (ACELY1710)</p>



Endangered Wildlife

Curriculum Links



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Year 6 (cont.)		<p>Work in groups to generate responses to issues and challenges (ACHASSI130)</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)</p>	<p>Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)</p>



Endangered Wildlife

Curriculum Links



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	Science	Humanities and Social Sciences	English
Year 7	<p>Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112)</p> <p>Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120)</p>	<p>Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges (ACHASSI152)</p> <p>Apply a methodology to locate and collect relevant information and data from a range of primary and secondary sources (ACHASSI153)</p> <p>Examine primary and secondary sources to determine their origin, purpose and reliability (ACHASSI156)</p> <p>Analyse primary and secondary sources to identify values and perspectives on people, actions, events, issues and phenomena, past and present (ACHASSI157)</p>	<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)</p> <p>Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing. (ACELY1720)</p>



Endangered Wildlife

Curriculum Links



Year level	Learning Area		
	Science	Humanities and Social Sciences	English
Year 7 (cont.)		<p>Interpret and analyse data and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships (ACHASSI158)</p> <p>Evaluate and synthesise evidence to draw conclusions (ACHASSI159)</p> <p>Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each (ACHASSI160)</p> <p>Develop and use criteria to make informed decisions and judgements (ACHASSI161)</p>	<p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</p>



Endangered Wildlife

Curriculum Links



Year level	Learning Area		
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Year 7 (cont.)		Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects (ACHASSI162)	

