

Marine Discovery Centre Activities – Australian Curriculum Links

Year 7		
Science	Humanities and Social Sciences	Cross-curricular priorities
<p>Science Understanding</p> <p>Biological sciences</p> <ul style="list-style-type: none"> • Classification helps organise the diverse group of organisms (ACSSU111) • Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112) <p>Earth and space sciences</p> <ul style="list-style-type: none"> • Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115) • Some of Earth’s resources are renewable, including water that cycles through the environment, but others are non-renewable (ACSSU116) 	<p>Inquiry and Skills</p> <p>Evaluating and reflecting</p> <ul style="list-style-type: none"> • Evaluate and synthesise evidence to draw conclusions (ACHASSI159) • Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each (ACHASSI160) • Develop and use criteria to make informed decisions and judgements (ACHASSI161) • 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) 	<p>Aboriginal and Torres Strait Islander Histories and Culture</p> <p>OI.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.</p> <p>OI.3 Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.</p> <p>OI.5 Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing.</p> <p>OI.9 The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.</p>

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<p>Science as a Human Endeavour</p> <p>Nature and development of science</p> <ul style="list-style-type: none"> • Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available (ACSHE119) • Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223) 	<p>Knowledge and Understanding</p> <p>Geography</p> <ul style="list-style-type: none"> • 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) • Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHASSK186) • Causes, impacts and responses to an atmospheric or hydrological hazard (ACHASSK187) 	<p>Sustainability</p> <p>OI.2 All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>OI.3 Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>OI.7 Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p> <p>OI.9 Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.</p>