Wild State **Australian Curriculum** Links
Science 9

The following Australian Curriculum links have been identified for Year 9 school audiences:

Content Description	Wild State Elaboration/s
Science Understanding **Biological sciences** Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems. (ACSSU176)	Explore interactions between organisms such as predator/prey, parasites, competitors and pollinators. Examine factors that affect population sizes such as seasonal changes, destruction of habitats, and introduced species. Identify changes that impact ecosystems such as fragmentation, pollution and climate change. Understand co-dependent relationships such as mutualism, commensalism and parasitism.
Science as a Human Endeavour **Nature and development of science** Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community. (ACSHE157)	Examine the role of scientists working within Queensland Museum in discovering new species and understanding the complexity of life to ensure proper economic, ecological, political and social decisions are made about Queensland's unique animals and their habitats.

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Science as a Human Endeavour **Nature and development of science** Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries. (ACSHE158)	Recognise how technological advancements have enabled Queensland Museum scientists to better understand and monitor the health and development of species, including their ability to respond to changes within the environment.
Science as a Human Endeavour **Use and influence of science** People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities. (ACSHE160)	Consider the impacts of human activity, including evidence of climate change, on an ecosystem from a range of perspectives. Recognise how aspects of science, engineering and technology are used within the varied career pathways of Queensland Museum scientists.
Science as a Human Endeavour **Use and influence of science** Values and needs of contemporary society can influence the focus of scientific research. (ACSHE228)	Identify relationships between current scientific research themes, stakeholder interest and societal attitudes, values and beliefs towards the environment and resource use. Consider how choices related to the use of renewable and non-renewable resources are influenced by environmental considerations and societal values, for example how scientific and technological advances have been applied to minimise pollution from industry.

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Science Inquiry Skills **Evaluating** Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems. (ACSIS172)	Explore the pros and cons of current and/or future actions proposed by various groups and organisations to protect the environment. Use evidence gained from primary and secondary sources to identify approaches that may be used to restore or maintain biodiversity within the local area.
Science Inquiry Skills **Communicating** Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations. (ACSIS174)	Encourage students to ask questions and share ideas about specimens, visual images and videos about the fauna of Australia. Recognise how Queensland Museum's collections can communicate scientific information and document Queensland's unique flora, fauna and landscape. Understand some of the tools scientists use to conduct and communicate their investigation such as x-rays, CT scans, molecular fingerprints, and distribution maps.

Wild State **General Capabilities and Cross-Curriculum Priorities** Links
Science 9

General Capabilities and Cross Curriculum Priorities

General Capabilities

Critical and creative thinking
- Inquiring – Identifying, exploring and organising information and ideas
- Generating ideas, possibilities and actions
- Reflecting on thinking and processes, analysing, synthesising and evaluation, reasoning and procedures

Personal and social capability
- Self-awareness
- Self-management
- Social awareness
- Social management

Ethical behaviour
- Understanding ethical concepts and issues
- Reasoning in decision making and actions
- Adopting values, rights and responsibilities

Intercultural understanding
- Recognising culture and developing respect for diversity
- Interacting and empathising with others
- Reflecting on intercultural experiences and taking responsibility

Literacy
- Comprehending texts through listening, reading and viewing
- Text knowledge
- Grammar knowledge
- Word knowledge
- Visual knowledge

Cross-Curriculum Priorities

Sustainability
- Consider the strong links between environment and survival of living things
- Human actions can play a vital part of meeting the needs of living things in man-made environments
- Suggest actions that can be taken to improve sustainable practices and support the provision of the basic needs of living things