



# South Australian curriculum connections

## STANDARD 3: Years 5–6

### Learning Areas

Energy Savers activities address learning areas for Standard 3 (Years 5–6).

Learning Areas	Key Ideas	Outcomes At Standard 3, towards the end of Year 6, the student;
<b>SCIENCE</b>		
<b>Strand: Energy Systems</b> [Standard 2]	Students identify some energy sources, critically analyse current patterns of energy use and write scenarios to describe how they and others could better use energy in the future.	2.3 Identifies, plans and acts on ways in which they can better use energy in their lives. (See Primary Years Band, p 215.)
<b>Strand: Energy Systems</b>	Students collect data about, and critique, their own patterns of energy use in terms of environmental impact.	3.3 Investigates and reports on patterns of energy use in the home, school and other places. (See Middle Years Band, p 275.)
<b>Strand: Life Systems</b> (Possible through extension activities)	Students develop a shared understanding of the characteristics and behaviours of living things and how they are interrelated and interdependent. They appreciate and report on the place of humans in the Earth's ecology and develop their understanding of, explore future possibilities for, and act to contribute to, sustainable environments.	3.5 Explains the interrelationships between systems within living things in ecological systems. They relate these ideas to the health of individuals and to threats to the sustainability of ecological systems. (See Middle Years Band, p 281.)
<b>MATHEMATICS</b>		
<b>Strand: Exploring, Analysing and Modelling Data</b> [Standard 2]	Students generate and analyse data from a diverse range of sources (including online) and perspectives to investigate situations drawn from their personal lives and the world around them. They use this data to explore patterns and relationships, and to inform their choices and actions.  Students draw conclusions from data they collect from diverse sources and perspectives, using descriptions of the spread of the data relationships within it. They make predictions and informal inferences for larger populations or similar situations, and communicate their conclusions and predictions to a variety of audiences.	2.1 Poses questions, explores patterns, and collects relevant data. They record and represent the data, and also use data presented by others. (See Primary Years Band, p 165.)  2.2 Describes key features of data and draws conclusions from similar data from different groups. They make general predictions based on results. (See Primary Years Band, p 167.)
<b>Strand: Exploring, Analysing and Modelling Data</b>	Students engage with data by formulating and answering questions, and collecting, organising and representing data in order to investigate the world around them.	3.1 Poses questions, determines a sample, collects and records data including related data, represents sample data in order to investigate. (See Middle Years Band, p 223.)

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<p><b>Strand:</b> Exploring, Analysing and Modelling Data <i>continued...</i></p>		<p>3.2 Summarises, recognises bias, draws conclusions and makes conjectures about data. Understands how different organisation and representations influence data interpretation. (See Middle Years Band, p 225.)</p>
<p><b>Strand:</b> Measurement</p>	<p>Students understand attributes, units and systems of measurement. They research and report on how measurement is used in the home, community and paid workforce, and recognise transferability between these and other contexts.</p>	<p>3.4 Selects appropriate attributes and systems to measure for a variety of purposes and reports on how measurement is used in social practice. (See Middle Years Band, p 231.)</p> <p>3.5 Uses a range of standard tools to measure relationships between distances and other measurable attributes to calculate size. (See Middle Years Band, p 233.)</p>
<p><b>SOCIETY AND ENVIRONMENT</b></p>		
<p><b>Strand:</b> Place, Space and Environment</p>	<p>Students analyse spatial associations in Australia and other regions according to such factors as location, natural and built features, changing populations, employment, resources, transport and government decisions. They consider critically the differences in power and access to individuals and groups in relation to valued community resources.</p> <p>Students access, investigate, interpret and represent information from fieldwork, electronic systems and other research, in order to explain local and global interactions and relationships between people and environments.</p> <p>Students discuss environmental, conservation or resource issues, and individually and/or in teams collaboratively develop strategies to bring about positive change in the local community.</p>	<p>3.4 Identifies and describes significant resources, explains the threats which endanger them, and suggests strategies to combat threats. (See Middle Years Band, p 305.)</p> <p>3.5 Interprets and represents data about natural and built environments, resources, systems and interactions, both global and local, using maps, graphs and texts. (See Middle Years Band, p 307.)</p> <p>3.6 Identifies factors affecting an environmental issue, and reports on ways to act for sustainable futures. (See Middle Years Band, p 309.)</p>
<p><b>ENGLISH (additional outcomes possible for each strand)</b></p>		
<p><b>Strand:</b> Texts and Contexts Modes: Listening and Speaking</p>	<p>Students respond to increasingly complex ideas and information and examine diversity of opinion when listening to a range of texts. They critically and creatively produce a range of spoken texts about topics and issues for a wide range of audiences.</p>	<p>3.2 Produces a range of spoken texts about topics and events of personal and community interest for different school and some community audiences and purposes. (See Middle Years Band, p 71.)</p>
<p><b>Strand:</b> Texts and Contexts Modes: Reading and Viewing <i>(Possible through extension activities)</i></p>	<p>Students examine past, present and future representations of society as they critically interpret a range of visual, multimodal and written texts which contain increasingly complex ideas about local and global issues.</p>	<p>3.3 Reads and views a range of texts containing some ideas and issues of social/cultural interest and more complex text structures and language features and explains possible reasons for different interpretations of texts. (See Middle Years Band, p 73.)</p>

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<p><b>Strand:</b> Language Modes: Listening and Speaking</p>	<p>Students listen to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of spoken language. They produce a variety of spoken texts, demonstrating control over language, as they communicate with school and extended community audiences.</p>	<p>3.6 Selects and uses most aspects of language when producing a variety of spoken texts appropriate for a wide range of school and community audiences. (See Middle Years Band, p 81.)</p>
<p><b>Strand:</b> Strategies Modes: Listening and Speaking</p>	<p>Students apply a variety of strategies for listening in order to summarise critically, make inferences and respond to what they have heard. They apply these strategies when adjusting their speaking for wider contexts and audiences in order to communicate challenging ideas and opinions about issues.</p>	<p>3.10 Selects and uses a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences. (See Middle Years Band, p 89.)</p>
<p><b>Strand:</b> Strategies Modes: Reading and Viewing (Possible through extension activities)</p>	<p>Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts.</p>	<p>3.11 Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts. (See Middle Years Band, p 91.)</p>
<p><b>DESIGN AND TECHNOLOGY</b></p>		
<p><b>Strand:</b> Critiquing</p>	<p>Students analyse and explain the design decisions and thinking implicit in products, processes and systems made by themselves and others. They develop an initial understanding of the competitive nature of the designed and made world.</p>	<p>3.1 Describes the significance to diverse groups of people of the various criteria used in the design of particular products, processes and systems. (See Middle Years Band, p 45.)</p>
<p><b>Strand:</b> Designing</p>	<p>Students use a full range of communication skills and techniques in the design field, including information and communication technologies, to document and communicate effectively their design thinking, ideas and proposals.</p>	<p>3.3 Selects appropriate communication forms and technology to document and convey clearly designed ideas, thinking and organisation. (See Middle Years Band, p 51.)</p>
<p><b>Strand:</b> Making</p>	<p>Students demonstrate skills in creating products, processes and systems that achieve consistent production outcomes. They apply these skills in enterprising and empowering ways to personal and group situations.</p>	<p>3.4 Demonstrates skills and confidence in creating products, processes and systems which respect personal and collective identities. (See Middle Years Band, p 55.)</p>
<p><b>ARTS</b></p>		
<p><b>Strand:</b> Arts Practice</p>	<p>Students develop their capacity to interact effectively with people from a diversity of interests and abilities. They learn to work as individuals and as members of production/performance teams and to assume specific roles and responsibilities in the development and production of arts works which achieve particular responses from audiences/viewers.</p>	<p>3.3 Works as an individual or in groups to present/perform arts works from each arts form that demonstrates an awareness of social, ecological and/or cultural issues to particular audiences/viewers. (See Middle Years Band, p 23.)</p>

The above curriculum connections are an extract from material produced by the Department of Education, Training and Employment, 2001 *South Australian Curriculum, Standards and Accountability Framework*, Adelaide: DETE. For more information visit <http://www.sacsa.sa.edu.au>.