

# Curriculum connections

## South Australia

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The Home Energy Project (HEP) activities address Curriculum Standards and Accountability (SACSA) Levels 4 to 5 in the key learning areas of science and mathematics, society and environment, and english.

LA	Strand / Substrand	Learning Outcome	Section	Page
Mathe- matics	Exploring, analysing and modelling data	4.2 Read and describe information in given tables, diagrams, line and bar graphs. Make predictions based on the information, understanding the limitations of data interpretation and the possible social consequences of these limitations. (See Middle Years Band, p225.)	Section 2 Section 4 Section 7 Section 8 Section 9	14 22 38 43 46
		5.2 Display and summarise data to show location and spread, while interpreting and critiquing collected and published data from a variety of sources and perspectives (describing distributions, and making comparisons, inferences and predictions where appropriate). (See Middle Years Band, p225.)	Section 4 Section 5 Section 7 Section 8 Section 9 Section 10	22 26 38 43 46 52
	Measure- ment	4.4 Select appropriate measurement units and scale to conduct collaborative research into issues associated with the social or physical world. (See Middle Years Band, p231.)	Section 7 Section 8	38 43
		4.5 Apply a variety of techniques and tools, and use a range of measurement formulae to solve problems. (See Middle Years Band, p233.)	Section 2 Section 3	14 18
		5.5 Apply a variety of techniques and tools, and manipulate formulae to solve and report on everyday and community problems. (See Middle Years Band, p233.)	Section 6	31
	Pattern and algebraic reasoning	5.11 Use a variety of mathematical models to make connections and analyse how things might change in both real and abstract contexts. (See Middle Years Band, p249.)	Section 5 Section 6 Section 7 Section 8 Section 9	26 31 38 43 46
Science	Earth and space	4.1 Identify and investigate changes, both natural and human-induced, on the earth and suggest ideas which encourage the preservation of the natural environment for all living things. (See Middle Years Band, p269.)	Section 1	11
	Energy systems	4.3 Investigate ways of obtaining, transferring and using energy (including from sustainable energy sources and fossil fuels) for particular purposes. (See Middle Years Bands, p275.)	Section 1	11
		4.4 Plan and evaluate investigations that focus on the transfer and transformation of energy. (See Middle Years Band, p277.)	Section 1 Section 3	11 18
		5.3 Analyse aspects of energy sustainability, including energy resources, energy production and distribution, and challenges for future 'worldwide' uses of energy. (See Middle Years Band, p275.)	Section 1 Section 7 Section 8 Section 9	11 38 43 46

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Society and environment	Time, continuity and change	4.1 Suggest and justify reasons why groups of people in societies, countries or civilisations have undergone changes in wealth and/or their ability to sustain natural resources. (See Middle Years Band, p297.)	Section 1 Section 8	11 43
		Place, space and environment	4.5 Hypothesise, then collect, record, organise and evaluate data from fieldwork, print and electronic sources, in order to analyse local and global, environmental or socioeconomic issues. (See Middle Years Band, p307.)	Section 4 Section 5 Section 6 Section 8 Section 9
	4.6 Identify and describe ways that places and natural environments are valued or threatened and discuss strategies related to ecological sustainability. (See Middle Years Band, p309.)		Section 1	11
	5.5 Report on an issue related to people's sustainable use of resources or places, after critically analysing information from multiple sources and discussing the political implications of decisions. (See Middle Years Band, p307.)		Section 1 Section 10	11 52
	5.6 Research and evaluate plans for the development of a place or resource, and report on outcomes on the basis of ecological sustainability. (See Middle Years Band, p309.)		Section 8 Section 9	43 46
	English	Texts and contexts	4.2 Produce a range of spoken texts about topics, events and issues of personal, community and world interest and adjust speaking for a wide range of contexts and audiences. (See Middle Years Band, p71.)	
4.4 Compose a range of texts that include detailed information and explore different perspectives about a range of issues and adjust texts for particular audiences, purposes and contexts. (See Middle Years Band, p75.)				
5.2 Produce a range of spoken texts about specialised topics and current and future issues, and speak appropriately in different contexts and for a variety of purposes and audiences. (See Middle Years Band, p71.)				
	Language	5.4 Compose a range of texts that include detailed information and explore different perspectives about diverse topics or issues and adjust the text to produce an intended effect upon the audience. (See Middle Years Band, p75.)		
		4.6 Control and adjust most aspects of language when producing a variety of spoken texts for a wider range of school and appropriate community audiences. (See Middle Years Band, p81.)		
		4.8 Control and adjust most aspects of language when planning and composing an extensive range of written and multimedia texts on different themes and issues. (See Middle Years Band, p85.)		
	Strategies	5.6 Manipulate language when producing a variety of spoken texts appropriate for an extended range of school and community audiences. (See Middle Years Band, p81.)		
		4.10 Control and adjust a variety of strategies for planning, composing, presenting and evaluating spoken texts for wider community audiences. (See Middle Years Band, p89.)		
		5.10 Manipulate a wide variety of strategies for planning, presenting and evaluating a range of spoken texts for an extended range of school and community audiences. (See Middle Years Band, p89.)		

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>.