

WA MUSEUM BOOLA BARDIP

A photograph of two possums climbing a tree trunk at night. The possums have dark fur on their heads and backs, and white fur on their chests. They are looking directly at the camera with large, dark eyes. The tree trunk is light-colored and has some green leaves and branches visible. The background is dark, suggesting a night setting.

Endangered WA Animals

LEARNING RESOURCE

Why should we care?
Because they need us too!

WA Museum Boola Bardip is on Whadjuk Nyoongar land.
We recognise and respect the Traditional Owners
of this Country and their connection to the lands,
waters and skies.

Endangered WA Animals

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Why should we care?

Because they need us too!

It's an ever-changing world out there! Planet Earth is warming, habitats are disappearing, animals are going extinct, there is plastic in the ocean, and there are now eight billion people on the planet. Humans are only one of nearly nine million species that share this planet, but one which has a huge impact on the lives and continued survival of other species.

Key concepts covered in this resource:

- Why should we care about endangered species?
- What are the reasons for them being deemed a threatened species (habitat loss, fire, hunting)
- How can students make a difference?
- Critically evaluating current approaches to species conservation.

Whilst it may seem unimportant if we lose a few species (there is almost nine million after all!) is it okay that they should be lost in the first place? It matters because as we have heard many times, balanced and biodiverse ecosystems are ones in which each species plays an important role and relies on the services provided by other species to survive. Humans are not exempt!

The worth of the environment is often evaluated from a position of what is deemed useful and practical for human needs. Services or resources such as food; fresh, clean water; raw materials and medicines that we use or those things providing us an economic benefit. This approach more often than not dominates the way we think about and view the environment and thereby how we relate to it. In doing so we often ignore the myriad of other things it provides such as basic life supports, a sense of awe, wonder and beauty as well as reminding ourselves that there is a great connection and interconnection with other species and their needs.

This resource asks us to get students and ourselves to think critically about species loss from other perspectives. It begs the question should we be approaching species extinction more from the heart than from the head? Should we not be questioning the ethics and morals of our approaches and relationships with other species and not see them as a statistic to be managed, but rather a fellow traveler on this planet with needs and requirements to fulfill their own lives?

Let's think about and treat other species—yes, even the ones we don't like, are not really cute or that we are fearful of, with much more respect, grace and goodwill. Are they not entitled to have the space they need to live their lives where they can thrive and raise their young?

So, why should we care?

Because once they're gone... they're gone!

How to use this resource

This learning resource has been developed for use with a broad range of year levels across both primary and secondary phases of learning. It highlights the plight of some of Western Australia's endangered animals and what we can do to assist them to survive and thrive on the planet. Several of these species are featured in the Wild Life gallery at Boola Bardip so this resource can easily be tied in with a visit to the Museum. Some approaches used in this resource.

- Persuasive writing
- Discussion and debate
- Inquiry
- Investigations
- Value of meaning, ethics and justice.

Rather than giving detailed lesson plans or step-by-step activities for each year group, this resource presents a series of broad ideas on the topic of endangered species. Educators are encouraged to select those activities/ideas which best align with their programs, pedagogical approaches, student interests and ability levels.

Activities

Persuasive text/writing topics

1. Should endangered species be bred in captivity?
2. Should people be allowed to have cats as pets?
3. Should property development be allowed in or near an endangered species habitat?
4. Should a percentage of native vegetation be kept and built into any new development plans?
5. Should people be allowed to keep native wildlife as pets?
6. Should the government spend more money on conservation and less on sport?
7. As we now have more introduced species in Australia than endemic species, should people be allowed to bring new species into Australia if they have a good reason to do so? e.g. as a pet, for farming, for biological control.

Inquiry questions

1. What does it mean that a species or animal is endangered?
2. What factors cause an animal to become endangered? (Responses should include factors such as overhunting or overfishing, loss of habitat due to natural or human made causes, poaching)
3. Is there a connection between the human history of an area, location or site and the conservation status of a species? Examples could include clearing of the Wheatbelt, draining of land, clearing of woodland for urban development, rising salinity.
4. Are there any conflicts between animals and humans where you live? (Loss of habitat, introduced species (especially pets), shooting, road kill). How are these conflicts being resolved/addressed? Who benefits?
5. Identify a key question or concern relating to endangered species. These questions should cover important concepts rather than trivial facts. They should lead to thinking about causes, rationale, problems, or multiple perspectives on the issue at hand.
6. The management and control of invasive species costs Federal, State and Local governments billions of dollars. Faunal examples include the fox, wild dogs, rabbits, camels, rats, feral pigs, European honey bees, cane toads and feral cats. Investigate one or more of these species to assess our success in their management and control. Is it money well spent? What might be the alternative if this money wasn't spent?

Investigations

1. You are an investigative journalist researching the title of 'ecosystem engineers' given to a few land-based marsupials such as the woylie and quenda. Get to the bottom of why they have been given the title and what the benefits their engineering work brings to the ecosystem. Where you can, include statistics and other research to back up this claim.
www.waystonature.com.au/fauna-friday-6th-dec-2019-the-woylie/
2. You work for a Communications and Marketing company that undertakes market research for a range of clients. One with an interest in the environment has asked your company to survey the community in relation to the following:

What would you be willing to pay or do to stop the extinction of WA's endangered species?

How would you go about this task? What tools and information would you require to undertake this research? How would you present your findings?
3. Investigate the concept of environmental stewardship. What does it mean? What does it imply for humans? How does this relate to the issue of species loss?
4. Investigate the concept of natural capital. What does it mean? If we gave species a dollar value, would we value them more?

5. Interview an employee/volunteer from conservation/"Friends of ..." group for different species. This could be in person or via video link. Students pre-prepare questions on topics such as:
 - what the group is doing to help the animal?
 - who else do they work with? Eg. Scientists, government departments
 - what do volunteers or employees get out of working for the group/organisation?
 - how many people are in the organisation?
 - how much does it cost to save one animal?
 - where do they get funding from?
 - what could students do to help?
6. Some species have such specific needs/requirements for their survival that they cannot always easily be met by changing environmental and other conditions. Research these requirements for either the Western Swamp Tortoise or the Western Ground Parrot. Think about its specific habitat needs, the requirements for its breeding cycle, age to breeding maturity and overall life expectancy. Is it a fussy eater with preferred foods only? What's its home range (do they roam far or stick to a small area?). Do these specific needs contribute to its endangerment? What can/are humans doing to assist the animal's continued survival by being aware of these habits.
7. If only we would plant more trees! But which trees and for whom? Which species of trees are good to plant to provide food/shelter for Carnaby's Black Cockatoo? Should we only consider endemic species of tree? If we plant some of these today, how long will they take to grow and mature to the point where they become useful to Carnaby's? What benefits would we get from planting these species of trees?
8. If you were able to ask an endangered species what measures are required to ensure a high standard of living for them, what would they say? What indicators and measures might be used to ensure that these are met?
9. Should science bring extinct species back when we have so many endangered species that need protection? Discuss.
10. Investigate the concept of habitat fragmentation. What does it mean? How does it come about? What implications does the concept have for wildlife, both plants and animals? Are all species affected in the same way? Are there potential winners and losers?
11. Investigate a 'success story' where an endangered species has been brought back from the brink. This may still be an ongoing process but what has led to the success in growing the population of this species? Is this success sustainable?

Technology/digital technology

1. Stop motion animation is a great way to get across a message or concept. Create a short, stop animation film on an aspect of the topic 'Why should we care?'
2. Prepare a 'TED-talk' on why a species should be saved from extinction.
3. Use design thinking /technology to design a trap for feral animals that allows native animals to escape. In your design, consider factors such as type of animal (reptile, mammal, bird) species size and shape, recognition of footprint and recognition of sounds/calls. How will native animals escape while the feral animal remains?
4. Research the idea of faunal bridges to help species move safely between patches of habitat. What research would you need to do before beginning your design? What additional information and equipment might you also need to monitor their use and success? Design a prototype of a suitable structure. Which species will it assist?

www.metronet.wa.gov.au/news/latest-news/bridging-travel-for-wildlife

5. The sad part about endangered species, (in fact, nature in general), is that the vast majority of the population is disconnected from knowing much about both. Many wouldn't recognise an endangered species if they saw one! As an up-and-coming game designer you've been tasked with helping them get better informed. Design an interactive and engaging game to help the community recognise some of WA's endangered species. How would you reward their effort to be better informed? Give them points for correctly identifying species or certain behaviours?
6. Design a marketing campaign aimed at people overseas to encourage them to help us save our endangered native species. We need their help! (Think about efforts to save the giant panda, white rhinos or whales.)
7. Critically evaluate current conservation strategies for an endangered species (choose one). What is working/not working? What are the barriers preventing it from working better? Is it possible to make it work or should a completely new approach be tried?
8. There is an urgent need to provide habitat structures that can allow wildlife to thrive in cities, but this is a difficult challenge. The decline in the number of old, mature trees with hollows in urban areas means less shelter available for many species, in particular birds and mammals. Building nest boxes is seen as a strategy to help address this issue. Undertake an investigation into the pros and cons of nest boxes in helping to manage this issue.
9. In this YouTube clip, an architect in North America is experimenting with designing habitat walls to help better accommodate wildlife living within urban environments.

www.youtube.com/watch?v=sRwYp4F-4lk_

Your task is to design a habitat wall for your school. What species are you hoping to attract to it and how will you ensure that you cater for their needs. Work in small groups to design a prototype to test on site. What permissions might you need?

Debating topics

1. All zoos and wildlife parks should be legislated to commit a percentage of their resources to captive breeding programs for endangered species.
2. The extinction of species is just a natural process. Should we be expending considerable resources to save these endangered species? How much is too much?
3. Humans have a responsibility to preserve non-human species through stewardship.
4. It's okay to let some species die/become extinct because there's plenty more species still on Earth.
5. We should protect threatened species to prevent them becoming the endangered species of the future.

Links to organisations

Project Numbat www.numbat.org.au/

Australian Wildlife Conservancy www.australianwildlife.org/

Woodland Reserve at Whiteman Park www.whitemanpark.com.au/wildlife/woodland-reserve

Friends of the Western Ground Parrot western-ground-parrot.org.au/

Kaarakin Black Cockatoo Conservation Centre blackcockatoorecovery.com/cockatoos-and-animals/black-cockatoos/carnabys-cockatoo/

Nature Conservation Margaret River Region natureconservation.org.au/our-work/threatened-species-protection/western-ringtail-possums/

WA Wildlife wawildlife.org.au/

ReWild Perth rewildperth.com.au/

Friends of the Western Swamp Tortoise westernswamptortoise.com.au/

Find a Conservation group interactive map www.dpaw.wa.gov.au/management/off-reserve-conservation/urban-nature/find-a-conservation-group

Curriculum links | PRIMARY

Years 3-6

Activities

1. Persuasive text/writing topics
2. Inquiry questions
3. Investigations
4. Technology/digital technology
5. Debating topics

English						
Year	Curriculum	Activities				
		1	2	3	4	5
3	Literacy TEXTS IN CONTEXT Identify the point of view in a text and suggest alternative points of view (ACELY1675)					★
	Literacy INTERACTING WITH OTHERS Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)		★			★
	Literacy INTERPRETING, ANALYSING, EVALUATING Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)	★	★			
	Literacy CREATING TEXTS Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)	★	★			★
4	Language LANGUAGE FOR INTERACTION Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)					★
	Literacy INTERACTING WITH OTHERS Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)		★		★	★
	Literacy INTERPRETING, ANALYSING, EVALUATING Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	★	★			
	Literacy CREATING TEXTS 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)	★	★		★	★

English

Year	Curriculum	Activities				
		1	2	3	4	5
5	Language LANGUAGE FOR INTERACTION Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)					★
	Literacy INTERPRETING, ANALYSING, EVALUATING Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)		★	★	★	★
	Literacy CREATING TEXTS 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)	★	★	★	★	★
6	Language LANGUAGE FOR INTERACTION Understand the uses of objective and subjective language and bias (ACELA1517)					★
	Literacy INTERACTING WITH OTHERS Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)		★	★	★	★
	Literacy CREATING TEXTS 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)	★	★	★	★	

Science

Year	Curriculum	Activities				
		1	2	3	4	5
3	Science Understanding BIOLOGICAL SCIENCES Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)				★	
	Science as a Human Endeavour NATURE AND DEVELOPMENT OF SCIENCE Science involves making predictions and describing patterns and relationships (ACSHE050)		★		★	
	Science inquiry skills QUESTIONING AND PREDICTING With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (ACSIS053)			★	★	

Science						
Year	Curriculum	Activities				
		1	2	3	4	5
4	Science Understanding BIOLOGICAL SCIENCES Living things depend on each other and the environment to survive (ACSSU073)	★	★	★	★	
	Science Understanding EARTH AND SPACE SCIENCES Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)		★	★	★	
	Science as a Human Endeavour NATURE AND DEVELOPMENT OF SCIENCE Science involves making predictions and describing patterns and relationships (ACSHE061)		★	★	★	
	Science as a Human Endeavour USE AND INFLUENCE OF SCIENCE Science knowledge helps people to understand the effect of their actions (ACSHE062)	★	★	★	★	★
	Science Inquiry Skills QUESTIONING AND PREDICTING With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (ACSIS064)	★		★	★	
	Science Inquiry Skills COMMUNICATING Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS071)			★	★	
5	Science Understanding BIOLOGICAL SCIENCES Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)		★	★	★	
	Science as a Human Endeavour USE AND INFLUENCE OF SCIENCE Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)	★	★	★	★	★
	Science Inquiry Skills COMMUNICATING Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSIS093)	★		★	★	
6	Science Understanding BIOLOGICAL SCIENCES The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)	★	★	★	★	★
	Science as a Human Endeavour USE AND INFLUENCE OF SCIENCE Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)	★	★	★	★	★
	Science inquiry skills COMMUNICATING Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSIS110)	★	★	★	★	★

HASS						
Year	Curriculum	Activities				
		1	2	3	4	5
3	Knowledge and understanding - CIVICS AND CITIZENSHIP COMMUNITIES Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHASSK072)			★	★	
	HASS Skills QUESTIONING AND RESEARCHING Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28)	★	★	★	★	★
	HASS Skills COMMUNICATING AND REFLECTING Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37)	★	★	★	★	★
	HASS Skills COMMUNICATING AND REFLECTING Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39)				★	
	Knowledge and understanding – Geography THE EARTH'S ENVIRONMENT SUSTAINS ALL LIFE The importance of environments to animals and people, and different views on how they can be protected (ACHASSK088)	★	★	★	★	★
4	HASS Skills COMMUNICATING AND REFLECTING Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37)	★	★	★	★	★
	HASS Skills COMMUNICATING AND REFLECTING Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39)		★	★		
5	Knowledge and understanding – Geography FACTORS THAT SHAPE THE ENVIRONMENTAL CHARACTERISTICS OF PLACES The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining) (ACHASSK112)	★	★	★	★	★
	Knowledge and understanding – History THE AUSTRALIAN COLONIES The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) (ACHASSK107)		★			

HASS

Year	Curriculum	Activities				
		1	2	3	4	5
5	HASS Skills COMMUNICATING AND REFLECTING Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts (WAHASS61)	★	★	★	★	★
	HASS Skills COMMUNICATING AND REFLECTING Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) (WAHASS63)	★	★	★	★	
6	HASS Skills COMMUNICATING AND REFLECTING Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts (WAHASS61)	★	★	★	★	★
	HASS Skills COMMUNICATING AND REFLECTING Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) (WAHASS63)	★	★	★	★	

Digital Technology

Year	Curriculum	Activities				
		1	2	3	4	5
3	Processes and production skills DIGITAL IMPLEMENTATION Create and communicate ideas and information safely (ACTDIP013)				★	
4	Knowledge and understanding REPRESENTATION OF DATA Data can be represented in different ways (ACTDIK008)				★	
	Processes and production skills DIGITAL IMPLEMENTATION Create and communicate ideas and information safely, using agreed protocols (netiquette) (ACTDIP013)				★	
5	Processes and production skills DIGITAL IMPLEMENTATION Create and communicate information, including online collaborative projects, using agreed social, ethical and technical protocols (codes of conduct) (ACTDIP022)				★	
6	Processes and production skills DIGITAL IMPLEMENTATION Manage the creation and communication of information, including online collaborative projects, using agreed social, ethical and technical protocols (ACTDIP022)				★	

Curriculum links | SECONDARY

Years 7-10

English

Year	Curriculum	Activities				
		1	2	3	4	5
7	Literacy INTERACTING WITH OTHERS 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)		★	★	★	★
	Literacy CREATING TEXTS 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)	★	★	★	★	★
8	Literacy INTERACTING WITH OTHERS Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)	★	★	★	★	★
	Literacy CREATING TEXTS Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)	★	★	★	★	★
9	Literacy INTERACTING WITH OTHERS Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)		★	★	★	★
	Literacy CREATING TEXTS Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)	★	★	★	★	
10	Literacy INTERACTING WITH OTHERS Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)		★	★	★	★
	Literacy CREATING TEXTS Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)			★	★	

Science						
Year	Curriculum	Activities				
		1	2	3	4	5
7	Science Understanding BIOLOGICAL SCIENCES Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU112)		★	★	★	★
	Science as a Human Endeavour NATURE AND DEVELOPMENT OF SCIENCE Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223)	★	★	★	★	★
	Science as a Human Endeavour USE AND INFLUENCE OF SCIENCE Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120)	★	★		★	★
	Science Inquiry Skills COMMUNICATING Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate (AC SIS133)			★	★	★
8	Science as a Human Endeavour USE AND INFLUENCE OF SCIENCE Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE135)	★	★		★	★
	Science Inquiry Skills COMMUNICATING Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate (AC SIS148)			★	★	★
9	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)		★	★	★	★
	Science as a Human Endeavour USE AND INFLUENCE OF SCIENCE Values and needs of contemporary society can influence the focus of scientific research (ACSHE228)	★		★		★
	Science Inquiry Skills EVALUATING Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems (AC SIS172)	★				★
	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 (AC SIS174)	★	★	★	★	★

Science						
Year	Curriculum	Activities				
		1	2	3	4	5
10	Science Understanding BIOLOGICAL SCIENCES The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (ACSSU185)					★
	Science as a Human Endeavour USE AND INFLUENCE OF SCIENCE Values and needs of contemporary society can influence the focus of scientific research (ACSHE230)	★		★		★
	Science Inquiry Skills EVALUATING Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems (AC SIS206)	★				★
	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 (AC SIS208)	★		★	★	★

HASS						
Year	Curriculum	Activities				
		1	2	3	4	5
7	HASS Skills – QUESTIONING AND RESEARCHING Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork (WAHASS66)	★	★	★	★	★
	HASS Skills – EVALUATING Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships (WAHASS75)	★	★	★	★	★
	HASS Skills – COMMUNICATING AND REFLECTING Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources (WAHASS77)	★	★	★	★	★

HASS						
Year	Curriculum	Activities				
		1	2	3	4	5
8	HASS Skills – QUESTIONING AND RESEARCHING Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork (WAHASS66)	★	★	★	★	★
	HASS Skills – EVALUATING Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships (WAHASS75)	★	★	★		★
	HASS Skills – COMMUNICATING AND REFLECTING Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources (WAHASS77)	★	★	★	★	★
9	HASS Skills – QUESTIONING AND RESEARCHING Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies (WAHASS82)	★	★	★	★	★
	HASS Skills – EVALUATING Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena (WAHASS90)	★	★	★		★
	HASS Skills – COMMUNICATING AND REFLECTING Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments (WAHASS93)	★	★	★	★	★

HASS						
Year	Curriculum	Activities				
		1	2	3	4	5
10	Knowledge and understanding – Geography ENVIRONMENTAL CHANGE AND MANAGEMENT The human-induced environmental changes that challenge sustainability (e.g. water and atmospheric pollution, degradation of land, inland and coastal aquatic environments) (ACHGK070)	★	★	★	★	★
	HASS Skills – QUESTIONING AND RESEARCHING Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies (WAHASS82)	★	★	★	★	★
	HASS Skills – EVALUATING Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena (WAHASS90)	★	★	★		★
	HASS Skills – COMMUNICATING AND REFLECTING Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments (WAHASS93)	★	★	★	★	★

Digital Technology						
Year	Curriculum	Activities				
		1	2	3	4	5
7	Processes and production skills DIGITAL IMPLEMENTATION Design the user experience of a digital system (ACTDIP028) Consider components/resources to develop solutions, identifying constraints (WATPPS40)				★	
8	Processes and production skills DIGITAL IMPLEMENTATION Design the user experience of a digital system (ACTDIP028) Create and communicate interactive ideas collaboratively online, taking into account social contexts (ACTDIP032)				★	
9	Processes and production skills DIGITAL IMPLEMENTATION Design the user experience of a digital system (ACTDIP039) Create and use interactive solutions for sharing ideas and information online, taking into account social contexts (ACTDIP043)				★	
10	Processes and production skills DIGITAL IMPLEMENTATION Create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities (ACTDIP043) Design possible solutions, analysing designs against criteria, including functionality, accessibility, usability and aesthetics using appropriate technical terms and technology (WATPPS65)				★	



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