Australian Curriculum Achievement Standards, Content Descriptions and DEEC Specific Elaborations - Polly Creek

Australian Curriculum - Year 4		
Achievement standard extracts Students discuss how natural processes and human activity cause changes to Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. Students suggest explanations for observations and compare their findings with their predictions.	Content Descriptions **Science Understanding - Biological sciences** Living things have life cycles (ACSSU072) Living things, including plants and animals, 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 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 - Communicating** Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS071)	Daradgee specific elaborations *Living things have life cycles* - make observations, describe and compare BMI's throughout their life cycles - compare life cycles of BMI's and plants - recognise that environmental factors can affect life cycles eg. floods, cyclones *Living things, including plants and animals, depend on each other and the environment to survive* - investigate how native plants provide food and shelter for BMI's - investigate the roles of living things in the Polly Creek habitat eg. producers, consumers or decomposers - observe and describe predator/prey relationships - predict the effects of loss of the BMI's on the plants and animals *Earth's surface changes over time as a result of natural processes and human activity* - explore results of natural and human activity eg. erosion, cyclone, flood *Science involves making predictions and describing patterns and relationships* - explore how the variety of BMI's collected are evidence of water/habitat quality *Science knowledge helps people to understand the effect of their actions* - discuss how the loss of habitat and water quality affects BMI's - discuss what changes could occur to this habitat and the consequences eg. removal of vegetation can lead to erosion, siltation, increased water temperature and reduced oxygen *Represent and communicate observations, ideas and findings using formal and informal representations* - Use digital cameras to record and communicate observations, ideas and findings