

# Essays

## SACSA Links

### Science

Essay Topics	Strand	Early Years	Primary Years	Middle Years	Senior Years
Hydrogen fuel cars – are they the way to go?	Energy systems Matter	1.3,	2.3, 2.7	3.3, 4.3 3.7	5.3 5.7
How science assists in extending life expectancy	Life systems Matter	1.5,	2.5, 2.7	3.5, 4.5 3.7, 4.7, 4.8	5.5 5.7
Why Botanic Gardens are vital in maintaining biodiversity	Life systems		2.6	3.6, 4.6	5.6
How weather affects our lives	Earth and Space	1.1, 2.1	2.1,	3.1, 4.1	
An Australian Nobel Scientist: the impact of their work on our lives	All				

# Essays

## SACSA Links

### English

	Early years	Primary years	Middle years
<b>Texts and contexts</b>	Children recognise the range of experiences and views shared by people as they read and interpret different texts. They recognise some of the purpose and advantages of writing as they express ideas and information within written texts.	Students extract specific information from a range of texts. They understand that certain text types are associated with particular purposes and audience and adjust their writing accordingly.	Students choose and compose a range of written texts, which explore different perspectives about local and global issues.
<b>Language</b>	Children produce written texts.	Students read and interpret a range of texts. They plan and compose text about familiar, new and imaginary experiences.	Students interpret a range of texts dealing with complex themes and issues. They plan and compose text on different themes and issues.
<b>Strategies</b>	Children experiment with strategies for selecting text, organising and recording information, as well as planning and composing their own writing.	Students express ideas and information as they integrate strategies for planning, composing and reviewing their own writing.	Students develop a range of strategies for planning, composing and reviewing written texts.

# Experiments

## SACSA

In the SACSA Scope and Standards '*working scientifically*' is an integral part of the science curriculum. It involves 'interactions between existing beliefs, the goal of better understanding, and the processes and methods of exploring, generating, testing and relating ideas.'

It involves a number of attitudes and dispositions:

- asking questions and valuing a range of ideas and seeking explanations in solving problems
- respecting ideas and relationships, planning evidence and logical and creative reasoning
- open-mindedness, critical-mindedness and persistence
- scepticism about evidence and arguments
- honesty and openness to new ideas and technologies
- developing ethical behaviours and safety for self and others
- regard for the consequences of decisions and developing a sense of connection and responsibility for the wellbeing of the living and non-living components of environments
- understanding the provisional, expanding and constructed nature of knowledge.

# Games

## SACSA Links

### Science

Depending on the project chosen, there are links to all science outcomes.

### Design and Technology

	Early Years	Primary Years	Middle years
<b>Critiquing</b>	Children develop understanding about the technological world and learn to assess their own products.	Students identify relationship between people and everyday products. They investigate design characteristics.	Students analyse and explain design decisions and thinking implicit in products made by themselves.
<b>Designing</b>	Children use different ways of thinking, planning and preparing that are helpful in achieving and presenting their design.	Students learn a range of design skills which help them to design more effectively and develop their thinking and capacity to effect change.	Students understand different design skills in order to create personal strategies to become better designers.
<b>Making</b>	Children develop confidence in their capacity to use materials and equipment to make products.	Students demonstrate competence in making a product and they reflect on the materials they used	Students demonstrate skills in creating products. They design to meet criteria related to function

# Games

## SACSA Links

### Mathematics

	<b>Early Years</b>	<b>Primary Years</b>	<b>Middle years</b>
<b>Exploring, analysing and modelling data</b>	Children develop strategies to organise data and use it to make decisions.	Students refine their understanding of chance and randomness by using data to describe possible outcomes and their likelihood.	Students engage with data by formulating and answering questions, they also organising and representing data in order to investigate and understand the world around them.
<b>Number</b>	Children construct meaning from operations with numbers.	Students develop their understanding of mathematical operations. They use mathematical terminology, symbols and conventions to communicate understanding.	Students recognise relationships within different number concepts.
<b>Spatial sense and geometric reasoning</b>	Children experiment with transformations to predict and change orientation and position of figures.		Students develop their capacity to solve problems in multi-layered and abstract ways in order to produce accurate maps, graphs and models.

### Arts

	<b>Early Years</b>	<b>Primary Years</b>	<b>Middle Years</b>
<b>Arts practice</b>	Children express and communicate their feelings and ideas through the images and forms that they create.	Students explore representations of real and imagined experiences. They create art works to express ideas, feelings and events related to personal and environmental futures.	Students draw from thought, imagination, data, research and the examination of issues. Students apply appropriate techniques, plan and organise creative and abstract thought in producing artwork.
<b>Arts analysis and response</b>			Students learn to distinguish different genres and styles associated with different art forms.

# Models and Inventions

## SACSA Links

### Science

Depending on the project chosen, there are links to all science outcomes.

### Design and Technology

	Early Years	Primary Years	Middle Years
<b>Critiquing</b>	Children develop understanding about the technological world and learn to assess their own products.	Students identify relationship between people and everyday products. They investigate design characteristics.	Students analyse and explain design decisions and thinking implicit in products made by themselves.
<b>Designing</b>	Children use different ways of thinking, planning and preparing that are helpful in achieving and presenting their design.	Students learn a range of design skills which help them to design more effectively and develop their thinking and capacity to effect change.	Students understand different design skills in order to create personal strategies to become better designers.
<b>Making</b>	Children develop confidence in their capacity to use materials and equipment to make products.	Students demonstrate competence in making a product and they reflect on the materials they used	Students demonstrate skills in creating products. They design to meet criteria related to function

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<b>Arts analysis and response</b>			Students learn to distinguish different genres and styles associated with different art forms.

# Multimedia SACSA Links

## Science

Depending on the project chosen, there are links to all science outcomes.

## Design and Technology

	<b>Early years</b>	<b>Primary years</b>	<b>Middle years</b>
<b>Critiquing</b>	Children develop understanding about the technological world and learn to assess their own products.	Students identify relationship between people and everyday products. They investigate design characteristics.	Students analyse and explain design decisions and thinking implicit in products made by themselves.
<b>Designing</b>	Children use different ways of thinking, planning and preparing that are helpful in achieving and presenting their design.	Students learn a range of design skills which help them to design more effectively and develop their thinking and capacity to effect change.	Students understand different design skills in order to create personal strategies to become better designers.
<b>Making</b>	Children develop confidence in their capacity to use materials and equipment to make products.	Students demonstrate competence in making a product and they reflect on the materials they used	Students demonstrate skills in creating products. They design to meet criteria related to function

# Multimedia

## SACSA Links

### English

	Early years	Primary years	Middle years
<b>Texts and contexts</b>	Children produce spoken text in order to communicate their ideas.	Students produce spoken text about topics and issues of interest.	Students critically and creatively produce a range of spoken text about topics and issues for a wide range of audience
<b>Language</b>	Children produce spoken text to communicate with a range of audiences.	Students develop confidence and proficiency in the use of language as they communicate with a wide range of audience.	Students produce spoken text demonstrating control of language.
<b>Strategies</b>	Children experiment with strategies for planning, composing and presenting spoken texts.	Students communicate ideas and information and evaluate performances.	Students adjust their speaking for audiences in order to communicate challenging ideas and opinions about issues.

### Arts

	Early years	Primary years	Middle years
<b>Arts practice</b>	Children express and communicate their feelings and ideas through the images and forms that they create.	Students explore representations of real and imagined experiences. They create art works to express ideas, feelings and events related to personal and environmental futures.	Students draw from thought, imagination, data, research and the examination of issues. Students apply appropriate techniques, plan and organise creative and abstract thought in producing art work.
<b>Arts analysis and response</b>			Students learn to distinguish different genres and styles associated with different art forms.

# Photography SACSA Links

## Science

Photography Topics	Strand	Early Years	Primary Years	Middle Years	Senior Years
Biodiversity in my area	Life systems	1.5,	2.5, 2.6	4.6	5.6
Amazing adaptations	Life systems	1.5,	2.5	4.5	5.5
Green energy	Energy systems	1.3,	2.3	3.3, 4.3	
The story of clouds	Earth and Space	1.2,	2.1	3.1, 4.1	
Sudden impact	Energy systems	1.4,	2.4	3.4, 4.4	5.4
Different rocks for different structures	Earth and Space Matter	1.1, 1.7,	2.7, 2.8	3.1, 3.7, 3.8, 4.7, 4.8	5.1 5.8

## Society and Environment

Photography Topics	Strand	Early Years	Primary Years	Middle Years	Senior Years
Different rocks for different structures	Place, space and environment		2.6	3.4, 3.5	
Biodiversity in my area	Place, space and environment	1.4, 1.5, 1.6	2.4, 2.6	3.4, 3.6 4.4, 4.5, 4.6	5.4, 5.5, 5.6

# Photography

## SACSA Links

### Arts

	Early Years	Primary Years	Middle Years
<b>Arts practice</b>	Children express and communicate their feelings and ideas through the images and forms that they create.	Students explore representations of real and imagined experiences. They create art works to express ideas, feelings and events related to personal and environmental futures.	Students draw from thought, imagination, data, research and the examination of issues. Students apply appropriate techniques, plan and organise creative and abstract thought in producing artwork.
<b>Arts analysis and response</b>			Students learn to distinguish different genres and styles associated with different art forms.
<b>Arts in contexts</b>	Children develop their understanding of the part played by arts works.	Students develop an understanding of arts works and of the different styles and forms used. They gain knowledge of works and the purpose for which they have been made.	

### Design and Technology

	Early Years	Primary Years	Middle Years
<b>Designing</b>	Children use different ways of thinking, planning and preparing that are helpful in achieving and presenting their design.	Students learn a range of design skills which help them to design more effectively and develop their thinking and capacity to effect change.	Students understand different design skills in order to create personal strategies to become better designers.
<b>Making</b>	Children develop confidence in their capacity to use materials and equipment to make products.	Students demonstrate competence in making a product and they reflect on the materials they used	Students demonstrate skills in creating products. They design to meet criteria related to function

# Posters

## SACSA Links

### Science

Posters Topics	Strand	Early Years	Primary Years	Middle Years	Senior Years
My carbon footprint	Energy systems Life Systems	1.3, 1.5,	2.3	3.3, 4.3 3.5	5.5
Hygiene improvements in the 20 <sup>th</sup> century	Life Systems		2.5	3.5, 4.5	
Standards in scientific measurement		Standard scientific measurement is critical in developing and using operational numeracy skills to understand, analyse and respond to scientific observations and experimental results.			
50 years of communication satellites	Earth and Space	Identify the use of science and technology in changing the way we communicate, obtain and share information and how some occupations are changing as a result.			
Use of lasers in modern life	Energy systems		2.4	4.4	
Pesticides – Friend or Foe	Matter Life Systems		2.7	3.7, 3.8 3.5, 4.5	5.8 5.5, 5.6

### Society and Environment

Posters Topics	Strand	Early Years	Primary Years	Middle Years	Senior Years
My carbon footprint	Place, space and environment	1.4, 1.6	2.4, 2.6	3.4, 3.5, 3.6 4.4, 4.5, 4.6	5.4, 5.5, 5.6
Pesticides – Friend or Foe	Place, space and environment	1.6	2.4, 2.6	3.4, 3.6 4.4, 4.5, 4.6	5.4, 5.5, 5.6

# Posters

## SACSA Links

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	<b>Early Years</b>	<b>Primary Years</b>	<b>Middle Years</b>
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