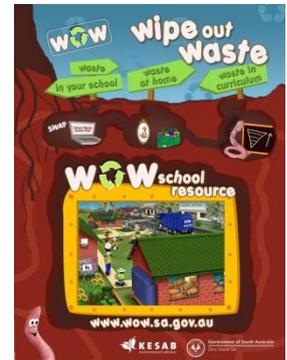# Wipe out Waste

WOW Resource links with the Australian Curriculum

2005 WOW Folder

The 2005 Wipe out Waste folder resource is a framework to provide; information for schools to develop and implement waste management systems appropriate to their site, and information and learning activities for teachers to incorporate waste issues into the curriculum.

Year Two
Science

Science Understanding - *Earth and space sciences*
- Earth's resources, including water, are used in a variety of ways (ACSSU032)

Science as a Human Endeavour - *Use and influence of science*
- People use science in their daily lives, including when caring for their environment and living things (ACSHE035)

Year Three
English

Literacy - *Interacting with others*
- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)
- Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)

Year Four
English

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)

Year Five
English

Literacy - *Interacting with others*
- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)

Interpreting, analysing, evaluating
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)

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)

Maths

Measurement and Geometry - *Location and transformation*
- Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113)

Statistics and Probability - *Data representation and interpretation*
- Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119)
- Describe and interpret different data sets in context (ACMSP120)

Year Six
English
Language - *Expressing and developing ideas*
- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)

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)

Mathematics
Statistics and Probability - *Data representation and interpretation*
- Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147)

Year Seven
English
Literacy - *Creating texts*
- Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)

Mathematics
Number and Algebra - *Real numbers*
- Connect fractions, decimals and percentages and carry out simple conversions (ACMNA157)

Science
Science Inquiry Skills - *Planning and conducting*
- Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSIS125)

Processing and analysing data and information
- Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate (ACSIS129)

Communicating
- Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate (ACSIS133)

Year Eight
English
Literature - *Responding to literature*
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)

Literacy - *Interacting with others*
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)

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)

Science

Science as a Human Endeavour - *Use and influence of science*

- Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSHE135)

Year Nine

English

Literacy - *Interpreting, analysing, evaluating*

- Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)

Science

Science as a Human Endeavour - *Use and influence of science*

- People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions (ACSHE160)

Science Inquiry Skills - *Questioning and predicting*

- Formulate questions or hypotheses that can be investigated scientifically (ACSIS164)

Communicating

- Communicate scientific ideas and information for a particular purpose, including constructing evidence based arguments and using appropriate scientific language, conventions and representations (ACSIS174)

Year Ten

English

Literacy - *Interacting with others*

- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)

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

Science as a Human Endeavour - *Use and influence of science*

- People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions (ACSHE194)

Science Inquiry Skills - *Communicating*

- Communicate scientific ideas and information for a particular purpose, including constructing evidencebased arguments and using appropriate scientific language, conventions and representations (ACSIS208)