

**Western Australia Level 1-4 Science and Society & Environment Outcomes for Earth Quest**

**Level 1 Science**

<b>STRAND</b>	<b>OUTCOME STATEMENT AND POINTERS</b>	<b>EARTH QUEST EXHIBITS</b>
<b>Earth and Beyond</b>	<p>EB1 The student understands that easily-observable environmental features, including the sun and moon, may influence life.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"><li>* identify local environmental factors which influences his/her daily life, such as:<ul style="list-style-type: none"><li>- make observations of the weather and relate these to the use of clothing and play areas</li><li>- recognize that dark clouds often bring rain and light clouds often occur on fine days.</li></ul></li></ul>	<p>Seasons in a Spin Spinning Sun The Air Up There Turn the Tides What Weather?</p>
<b>Life and Living</b>	<p>LL1 The student understands that people are examples of living things and that, like all living things, they change over time.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"><li>• observe personal features as an example of a living thing, such as:<ul style="list-style-type: none"><li>- observe that animals have different coverings.</li></ul></li></ul>	<p>Deep Sea Glow Evolution Living Cells Plants in Place</p>

## Level 2 Science

STRAND	OUTCOME STATEMENT AND POINTERS	EARTH QUEST EXHIBITS
<b>Earth and Beyond</b>	<p>EB2 The student understands how some changes in the observable environment, including the sky, influence life.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"><li>* note changes in the local environment which influence daily life, such as:<ul style="list-style-type: none"><li>- are aware of changes in local weather conditions and relate them to the clothing they wear.</li></ul></li></ul>	The Air Up There What Weather?
<b>Life and Living</b>	<p>LL2 The student understands that needs, features and functions of living things are related and change over time.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"><li>• describe some needs of living things, such as:<ul style="list-style-type: none"><li>- list sources of food and shelter for familiar animals.</li></ul></li></ul>	Deep Sea Glow Evolution Food Pyramids Living Cells Plants in Place Urban Jungle

## Level 3 Science

STRAND	OUTCOME STATEMENT AND POINTERS	EARTH QUEST EXHIBITS
<b>Earth and Beyond</b>	<p>EB3 The student understands changes and patterns in different environments and space, and relates them to resource use.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• describe how resource use changes the physical environment</li> <li>• relate changes on earth to patterns of nearby astronomical bodies, such as:               <ul style="list-style-type: none"> <li>- recognise why we have seasons on earth.</li> </ul> </li> </ul>	Core Samples Earthquake Making Mountains Seasons in a Spin Spinning Sun Swirled World The Air Up There Turn the Tides Volcanoes
<b>Life and Living</b>	<p>LL3 The student understands that living things have features that form systems which determine their interaction with the environment.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> <li>• make connections among living things, other living things and/or the environment.</li> <li>• Describe patterns of similarities and differences within and between groups of familiar living things.</li> </ul>	Urban Jungle Deep Sea Glow Plants in Place Landscape Journey Evolution Food Pyramids Living Cells

## Level 4 Science

STRAND	OUTCOME STATEMENT AND POINTERS	EARTH QUEST EXHIBITS
<b>Earth and Beyond</b>	<p>EB4 The student understands processes that can help explain and predict interactions and changes in physical systems and environments.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"><li>• describe ways information is gathered about the earth and its resources, such as:</li><li>- describe ways in which geologists collect information about rocks</li></ul>	Core Samples Exploring Earth Fossil Finder Galaxy Gaze
<b>Life and Living</b>	<p>LL4 The student understands that systems can interact and that such interactions can lead to change.</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"><li>- describe processes that connect living things in an ecosystem</li><li>- identify a process of change to show that groups of living things may have changed over time.</li></ul>	Evolution Food Pyramids Fossil Finder Landscape Journey Plants in Place

### Level 1 Society & Environment

STRAND	OUTCOME STATEMENT AND POINTERS	EARTH QUEST EXHIBITS
Place and Space	PS1.2 The student understands that people live in places made up of various features.	Urban Jungle
Natural and Social Systems	NSS1.1 The student understands that natural systems consist of elements including people.	All exhibits

### Level 2 Society & Environment

STRAND	OUTCOME STATEMENT AND POINTERS	EARTH QUEST EXHIBITS
Place and Space	PS2.1 The student understands that places are characterised by their location and specific natural and built features.	Dig a Hole Landscape Journey Tectonic Plates Urban Jungle
Natural and Social Systems	NSS2.1 The student understands that elements of natural systems form communities in which each element depends on another.	Food Pyramids Hidden Depths Ozone Urban Jungle

### Level 3 Society & Environment

STRAND	OUTCOME STATEMENT AND POINTERS	EARTH QUEST EXHIBITS
Place and Space	PS3.1 The student understands that the features of places are influenced by various natural processes.	Earthquake Making Mountains Tectonic Plates Urban Jungle Volcanoes
Natural and Social Systems	NSS3.1 The student understands that elements of natural systems link to form cycles of which people are a part.	Food Pyramids Seasons in a Spin The Solar System Turn the Tides

## Level 4 Society & Environment

<b>STRAND</b>	<b>OUTCOME STATEMENT AND POINTERS</b>	<b>EARTH QUEST EXHIBITS</b>
<b>Place and Space</b>	PS4.1 The student understands that similarities in the natural and built features in different places give rise to patterns.	Dig a Hole Hidden Depths Landscape Journey
<b>Natural and Social Systems</b>	NSS4.1 The student understands that different elements respond and attempt to adapt to changes in natural systems.	Deep Sea Glow Evolution Landscape Journey Plants in Place Urban Jungle