CSF II links for Wildscape

Key Learning Areas	Learning Outcomes	Examples of using Wildscape to meet CSFII Learning Outcomes
Level 3 Health	**Health of individuals and populations:** 3.1 – Explain ways in which people can improve physical and social environments or personal behaviours to enhance health and safety.	Students can use Wildscape to improve their school environment by planting wildlife habitats.
Level 3 Maths	**Space:** Space and shape, Location	Students fufill this outcome as they plan and plant their Wildscape habitat.
Level 3 Maths	**Measurement:** Measuring and estimating	Students measure areas for planting and organise plants in these spaces.
Level 3 Maths	**Reasoning and strategies:** Strategies for investigation	Students can use Wildscape to solve real life mathematical problems

Level 3 **Science**	**Biological science:** 3.1 – Describe environmental factors that affect the survival of living things. 3.2 – Identify the main structural features that work together to form systems in plants and animals.	Students use Wildscape to create habitats for specific animals. They will learn about structural features of plants and animals as they plant and watch their Wildscape grow.
Level 3 **SOSE**	**Society and environment:** 3.3 – Compare how people use environments in Australia.	Students will identify appropriate locations for planting wildlife habitats in their school ground.
Level 3 **Technology**	**Information:** 3.1 – Describe ways in which information can be electronically communicated in a global community.	Students will use the web and Wildscape software to source information about planting animal habitats.
Level 4 **Health**	**Health of individuals and populations:** 4.1 – Plan and implement strategies to promote personal and environmental health and safety.	Students will learn and use safe practices while creating wildlife habitats They will use Wildscape to create a healthier school environment
Level 4 **Maths**	**Space:** Space and shape, Location	Students will create a map of a location within their school ground.
Level 4 **Maths**	**Measurement:** Measuring and estimating	Students will measure the area and calculate the number of plants required.
Level 4 **Maths**	**Reasoning and strategies:** Strategies for investigation	Students will solve real life practical problems
Level 4 **Science**	**Biological science:** 4.1 – Identify relationships between living things which help them survive in their habitat.	Students will identify the requirements of living organisms and then create habitats to attract specific wildlife

Level 4 SOSE	**Geography:** 4.3 - Analyse different views about the use and care of Australian places.	Students identify the reasons why habitat is important. They can work through a range of issues to establish a habitat area for wildlife.
Level 4 **Technology**	**Information:** 4.2 - Develop preferred solutions to information problems experienced by various audiences, using a range of information technology skills, processes and equipment.	Students can use design tools to gain an appreciation of how Wildscapes can transform their school.
Level 5 **Maths**	**Space:** Space and shape, Location	Students can create detailed plans for planting a Wildscape habitat.
Level 5 **Maths**	**Measurement:** Measuring and estimating	Students will calculate the number and types of plants required to occupy a space.
Level 5 **Maths**	**Reasoning and strategies:** Strategies for investigation	Students can use Wildscape to work on real environmental problems.
Level 5 **Science**	**Biological science:** 5.1 – Explain the biological basis of classification of organisms into major groups. 5.2 – Describe interactions between living things and between living things and their non-living surroundings.	Students use classification to describe plants and animals that will live in their wildscape habitat . Students can use Wildscape to explore the relationships between organisms and the environment.

Level 5 **SOSE**	**Geography:** 5.1 – Compare the characteristics of significant regions in Australia and the world. 5.2 – Explain how natural processes and human activities change environments. 5.3 – Explain how people's use of natural and human environments changes over time. 5.4 – Develop a plan to address impacts of change.	Students can use Wildscape to learn about Australian bioregions and their characteristics. Students can look at how a school ground is used and has been modified over the past. Students can develop a habitat plan.
Level 5 **Technology**	**Information:** 5.1 – Explain how some information technology developments have affected the lives of individuals.	By using Wildscape, students can explore the use of technology in investigating the Australian environment.
Level 6 **Maths**	**Space:** Space and shape, Location	Students will design a habitat taking into account the relative size of plants and their future growth patterns.
Level 6 **Maths**	**Reasoning and strategies:** Strategies for investigation	Students will work on real life environmental problems.
Level 6 **Science**	**Biological science:** 6.1 – Explain how ecosystems are maintained in terms of energy and matter. 6.2 – Evaluate theories concerning evolution of organisms.	Students will build and maintain an ecosystem. Students will gain an understanding of how Australian animals and plants have evolved.

Level 6 **SOSE**	**Geography:** 6.1 – Explain the processes and interactions between people and major natural systems. 6.3 – Predict the effects of resource development and use on a selected natural and human environment. 6.4 – Develop a comprehensive strategy to resolve an issue related to the use and management of a natural or human environment.	Wildscape will provide students with practical activities to explore how the environment is used and to develop a strategy increasing biodiversity in their local area.
Level 6 **Technology**	**Information:** 6.1 – Predict the likely uses and effects of a limited range of emerging technologies if they were to be widely applied. 6.2 – Analyse and develop solutions to information problems, both individually and as a team member, using a range of information technology skills, processes and equipment.	Students will apply technology to help solve a real environmental issue. Students can work as a team or individually.