

**Victoria Level 1-4 Science Outcomes for Eaten Alive**

**Level 1**

<b>STRAND</b>	<b>LEARNING OUTCOMES</b>	<b>INDICATORS</b>	<b>EATEN ALIVE EXHIBITS</b>
	1.1 SCSC0101 Describe, using appropriate language, scientific explorations of the chemical, physical and natural world.	This is evident when the student is able to: <ul style="list-style-type: none"><li>• use appropriate words in describing scientific phenomena</li><li>• identify scientific ideas learned from his or her scientific explorations.</li></ul>	Acting on Impulse Aquatic Ambush Death at a Distance Dice with Death Feeding Frenzy Fins and Things Jaws and Claws Lure and Lunge Pack Hunting Predator Picnic Shark Encounter Sitting Target Sniff a Snack Squeeze and Serve Stealth Hunter Super Senses Vicious Venoms What's for Dinner?

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**Level 2**

<b>STRAND</b>	<b>LEARNING OUTCOMES</b>	<b>INDICATORS</b>	<b>EATEN ALIVE EXHIBITS</b>
	2.1 SCSC0201 Identify simple patterns in observations arising from explorations of readily observable phenomena.	This is evident when the student is able to: <ul style="list-style-type: none"><li>• make simple inferences based on observations.</li></ul>	Acting on Impulse Aquatic Ambush Death at a Distance Dice with Death Feeding Frenzy Fins and Things Jaws and Claws Lure and Lunge Pack Hunting Predator Picnic Shark Encounter Sitting Target Sniff a Snack Squeeze and Serve Stealth Hunter Super Senses Vicious Venoms What's for Dinner?

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**Level 3**

<b>STRAND</b>	<b>LEARNING OUTCOMES</b>	<b>INDICATORS</b>	<b>EATEN ALIVE EXHIBITS</b>
<b>Living together: past, present and future</b>	3.1 SCBS0301 Describe environmental factors that affect the survival of living things.	This is evident when the student is able to: <ul style="list-style-type: none"> <li>• state conditions in the environment necessary for survival of living things.</li> </ul>	Aquatic Ambush Dice with Death Fins and Things Lure and Lunge Shark Encounter Sitting Target
<b>Structure and function</b>	3.2 SCBS0302 Identify the main structural features that work together to form systems in plants and animals.	This is evident when the student is able to: <ul style="list-style-type: none"> <li>• state the importance of particular systems to plants and animals</li> <li>• identify the position and names of main parts of a system.</li> </ul>	Acting on Impulse Death at a Distance Feeding Frenzy Fins and Things Jaws and Claws Lure and Lunge Shark Encounter Sniff a Snack Squeeze and Serve Super Senses Vicious Venoms

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**Level 4**

<b>STRAND</b>	<b>LEARNING OUTCOMES</b>	<b>INDICATORS</b>	<b>EATEN ALIVE EXHIBITS</b>
<b>Living together: past, present and future</b>	4.1 SCBS0401 Identify relationships between living things which help them survive in their habitat.	This is evident when the student is able to: <ul style="list-style-type: none"> <li>• draw simple food chains</li> <li>• relate feeding relationships, for example, predator/prey to survival</li> <li>• relate survival of animals and plants to their dependence on each other in a variety of ways</li> <li>• identify interdependent relationships within a group of animals.</li> </ul>	Acting on Impulse Aquatic Ambush Death at a Distance Dice with Death Feeding Frenzy Fins and Things Jaws and Claws Lure and Lunge Pack Hunting Predator Picnic Sitting Target Sniff a Snack Squeeze and Serve Super Senses Vicious Venoms What's for Dinner?
<b>Structure and function</b>	4.2 SCBS0402 Describe how selected systems of plants and animals function.	This is evident when the student is able to: <ul style="list-style-type: none"> <li>• describe the features of the main parts of animal systems, that help them carry out their functions.</li> </ul>	Acting on Impulse Death at a Distance Feeding Frenzy Fins and Things Jaws and Claws Lure and Lunge Shark Encounter Sniff a Snack Squeeze and Serve Super Senses Vicious Venoms What's for Dinner?