

# Catholic Earthcare

## Complete Curriculum Audit Tool

***This audit tool has been designed to be used with highlighters on screen or in print for teachers / schools to identify areas of the curriculum they have covered while undertaking topics or themes for their Catholic Earthcare program.***

Please note; all the curriculum content descriptors are sourced from the [Australian Association of Environmental Educators \(AAEE\)](#) and adaptations of their documents have been used to create this audit tool.

Please Note that this audit does not include Religious Education which is often personalised to each Diocese.

### **Acknowledgements**

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The Australian Curriculum identifies sustainability as a key area to be addressed for the benefit of both individuals and Australia as a whole.

This document (originally sourced from AAEE) showcases the content descriptions and elaborations for the Australian Curriculum (Foundation to Year 10) that address the Sustainability cross-curriculum priority.

Catholic Earthcare Australia has matched these up to assist with your deliberations, accountability and gap analysis.

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## English

YEAR LEVEL	CONTENT DESCRIPTIONS	ELABORATIONS
Foundation	<a href="#">Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)</a>	<ul style="list-style-type: none"> <li>• talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories</li> <li>• engaging with the humour in some stories and repeating favourite lines, jokes and ideas</li> <li>• returning to preferred texts and commenting on reasons for selection</li> </ul>
	<a href="#">Share feelings and thoughts about the events and characters in texts (ACELT1783)</a>	<ul style="list-style-type: none"> <li>• talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories</li> <li>• using art forms and beginning forms of writing to express personal responses to literature and film experiences</li> <li>• talking about people, events and ideas in texts, enabling students to connect them to their own experiences and to express their own opinions about what is depicted</li> </ul>
	<a href="#">Identify some features of texts including events and characters and retell events from a text (ACELT1578)</a>	<p>identifying some features of culture related to characters and events in literary texts, for example dress, food and daily routines</p> <p>listening, responding to and joining in with rhymes, poems, chants and songs</p>
	<a href="#">Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)</a>	<p>drawing, labelling and role playing representations of characters or events</p> <p>reciting rhymes with actions</p> <p>using digital technologies to retell events and recreate characters from favourite print and film texts</p>
Year 1	<a href="#">Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)</a>	<p>examining different types of literature including traditional tales, humorous stories and poetry</p> <p>discussing similarities and differences between texts ( for example features of main characters in different stories</p> <p>discussing features of book settings including time (year, season) and place (country or city, realistic or imagined)</p> <p>discussing how plots develop including: beginnings (orientation), how the problem (complication) is introduced and solved (resolution)</p>
	<a href="#">Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)</a>	<p>creating visual representations of literary texts from Aboriginal, Torres Strait Islander or Asian cultures</p> <p>writing character descriptions drawn from illustrations in stories</p> <p>retelling key events in stories using oral language, arts, digital technologies and performance media</p>
Year 2	<a href="#">Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)</a>	<p>describing features of text settings including time, colours used to portray year, season, and place (country or city) and how this impacts on the characters</p>

		<p>describing plots including beginnings (orientation), how the problem (complication) is introduced and solved (resolution), and considering how these features construct meanings</p> <p>identifying features of imaginary or fantasy texts, for example magic powers, shifts in time</p> <p>investigating Aboriginal stories, found from online sources, that explain physical features of the landscape and identify and describe the common features of language used</p> <p>comparing two or more versions of the same story by different authors or from different cultures, describing similarities and differences in authors' points of view</p> <p>General capabilities</p>
	<a href="#">Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)</a>	<p>inventing some speech, dialogue or behaviour of favourite or humorous characters through imagining an alternative event or outcome in the original text</p>
Year 3	<a href="#">Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)</a>	<p>reading texts in which Aboriginal and Torres Strait Islander children/young people are the central characters/protagonists and making links to students' own lives, noting similarities</p> <p>exploring the ways that the same story can be told in many cultures, identifying variations in the storyline and in music (for example 'The Ramayana' story which is told to children in India, Indonesia, Thailand, Cambodia, Burma, Laos, Tibet and Malaysia)</p>
	<a href="#">Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</a>	<p>discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text</p> <p>exploring texts that highlight issues and problems in making moral decisions and discussing these with others</p> <p>drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view</p>
Year 4	<a href="#">Create literary texts that explore students' own experiences and imagining (ACELT1607)</a>	<p>drawing upon literary texts students have encountered and experimenting with changing particular aspects, for example the time or place of the setting, adding characters or changing their personalities, or offering an alternative point of view on key ideas</p>
	<a href="#">Create literary texts by developing storylines, characters and settings (ACELT1794)</a>	<p>collaboratively plan, compose, sequence and prepare a literary text along a familiar storyline, using film, sound and images to convey setting, characters and points of drama in the plot</p>
Year 5	<a href="#">Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)</a>	<p>identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement</p> <p>examining texts written from different narrative points of view and discussing what information the audience can access, how this impacts on the audience's sympathies, and why an author might choose a particular narrative point of view</p>

		examining the narrative voice in texts from Aboriginal and Torres Strait Islander traditions, which include perspectives of animals and spirits, about how we should care for the Earth, for example reflecting on how this affects significance, interpretation and response
	<a href="#">Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)</a>	discussing how figurative language including simile and metaphor can make use of a comparison between different things, for example 'My love is like a red, red rose'; 'Tyger!, Tyger! burning bright, In the forests of the night'; and how by appealing to the imagination, it provides new ways of looking at the world  investigating the qualities of contemporary protest songs, for example those about Indigenous peoples and those about the environment
Year 6	<a href="#">Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)</a>	exploring texts on a similar topic by authors with very different styles, for example comparing fantasy quest novels or realistic novels on a specific theme, identifying differences in the use of narrator, narrative structure and voice and language style and register
	<a href="#">Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)</a>	exploring two or more texts by the same author, drawing out the similarities, for example subject or theme, characterisation, text structure, plot development, tone, vocabulary, sense of voice, narrative point of view, favoured grammatical structures and visual techniques in sophisticated picture books
	<a href="#">Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)</a>	identifying how language choice and imagery build emotional connection and engagement with the story or theme  describing how a character's experience expressed through a verse novel impacts on students personally, how the author controls the revelation of the experiences and how the verse story builds meaning to its climax when we understand the whole
	<a href="#">Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)</a>	creating narratives in written, spoken or multimodal/digital format for more than one specified audience, requiring adaptation of narrative elements and language features  planning and creating texts that entertain, inform, inspire and/or emotionally engage familiar and less-familiar audiences
Year 7	<a href="#">Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)</a>	building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples  identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age
	<a href="#">Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)</a>	exploring concepts about the criteria for heroism and testing these criteria in a range of texts, including more complex ones where the hero may be flawed  establishing forums for discussing the relative merits of fiction and film texts  comparing personal viewpoints on texts and justifying responses in actual and virtual discussions

	<p><a href="#">Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)</a></p>	<p>analysing and explaining the structure and features of short stories discussing the purposes and appeal of different authorial choices for structure and language</p> <p>exploring traditional stories from Asia and discussing their engaging features, for example use of the oral mode, visual elements, verse, use of puppets to convey the narrative</p> <p>analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people</p> <p>discussing a text's intended audience, whether the text is typical of its type and whether it has fulfilled its purpose</p>
Year 8	<p><a href="#">Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)</a></p>	<p>analysing arguments for and against a particular issue in current community debates and justifying a personal stance</p>
Year 9	<p><a href="#">Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)</a></p>	<p>establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts</p>
Year 10	<p><a href="#">Evaluate the social, moral and ethical positions represented in texts (ACELT1812)</a></p>	<p>identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue</p>

## Mathematics

YEAR LEVEL	CONTENT DESCRIPTIONS	ELABORATIONS
Foundation	Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)	observing natural patterns in the world around us creating and describing patterns using materials, sounds, movements or drawing
	Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)	comparing objects directly, by placing one object against another to determine which is longer or by pouring from one container into the other to see which one holds more
	Compare and order the duration of events using the everyday language of time (ACMMG007)	comparing and ordering stages of environmental change, such as waste decomposition over time
Year 1	Choose simple questions and gather responses (ACMSP262)	determining questions which will gather appropriate responses for a simple investigation about an environmental topic understanding one-to-one correspondence
	Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)	describing displays by identifying categories with the greatest or least number of objects such as sorting recycling or grouping animals or plants representing responses to questions using simple displays, for example sorting foods by categories such as fresh, dried, canned, frozen, animal or plant
Year 2	Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048)	carrying out a survey to identify types of waste / rubbish created at school by collecting and categorising rubbish types, such as A4 photocopy paper
	Collect, check and classify data (ACMSP049)	collecting data about rainfall, water usage, waste, recycling or energy usage.
Year 3	Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)	investigating features in the natural and managed environment by collecting and representing data
Year 4	Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)	comparing the effectiveness of different methods of collecting data choosing the most effective way to collect data for a given investigation
	Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)	using a data sheet to record measurements of environmental parameters, such as basic water testing, or presence of animals and plants exploring ways of presenting data and showing the results of investigations investigating data displays using many-to-one correspondence display and using the display to answer questions
	Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)	identifying the scale used on maps of cities and rural areas in Australia and a city in Indonesia and describing the difference using directions to find features on a map, for example key features and places such as rivers, forests, towns and roads and identifying where food and fibre are produced
Year 5	Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113)	comparing aerial views of Country, desert paintings and maps with grid references for example to compare changes in land use over time
	Pose questions and collect categorical or numerical data by observation or survey (ACMSP118)	posing questions about factors affecting plant growth such as salinity in soils or use of fertiliser

	Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119)	identifying the best methods of presenting data to illustrate the results of investigations and justifying the choice of representations using and comparing data representations for different data sets to help decision making
	Describe and interpret different data sets in context (ACMSP120)	using ABS figures for a range of time periods to compare numbers of rural and urban Australians
Year 6	Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147)	understanding that data can be represented in different ways, sometimes with one symbol representing more than one piece of data, and that it is important to read all information about a representation before making judgments looking at ways of comparing statistics about Australia and an Asian country in terms of food production and consumption, life expectancy, rural versus urban population using direct comparisons and per capita comparisons.
	Interpret secondary data presented in digital media and elsewhere (ACMSP148)	discussing what they illustrate and the messages the people who created them might want to convey identifying potentially misleading data representations in the media, such as graphs with broken axes or non-linear scales, graphics not drawn to scale, data not related to the population about which the claims are made, and pie charts in which the whole pie does not represent the entire population about which the claims are made
Year 7	Identify and investigate issues involving numerical data collected from primary and secondary sources (ACMSP169)	obtaining secondary data from newspapers, the Internet and the Australian Bureau of Statistics investigating secondary data relating to the distribution and use of non-renewable resources around the world
	Investigate, interpret and analyse graphs from authentic data (ACMNA180)	using travel graphs to investigate and compare the distance travelled to and from school interpreting features of travel graphs such as the slope of lines and the meaning of horizontal lines using graphs of evaporation rates to explore rainfall, evaporation rates and, water storage
Year 8	Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188)	calculating population growth rates in Australia and Asia and explaining their difference calculating growth rates of plants or animals

## Science

YEAR LEVEL	CONTENT DESCRIPTIONS	ELABORATIONS
Foundation	Living things have basic needs, including food and water (ACSSU002)	identifying the needs of humans such as warmth, food and water, using students' own experiences recognising the needs of living things in a range of situations such as pets at home, plants and animals in the garden, bushland or on farms. comparing the needs of plants and animals
Year 1	Observable changes occur in the sky and landscape (ACSSU019)	exploring the local environment to identify natural and human built features
	Science involves asking questions about, and describing changes in, objects and events (ACSHE021)	jointly constructing questions about the events and features of the local environment with teacher guidance
	People use science in their daily lives, including when caring for their environment and living things (ACSHE022)	considering how science is used in activities such as cooking, fishing, transport, sport, medicine, and caring for plants and animals
Year 2	Living things grow, change and have offspring similar to themselves (ACSSU030)	recognising that living things have predictable characteristics at different stages of development exploring different characteristics of life stages in animals and plants such as egg, caterpillar and butterfly or seed and seedling
	Science involves asking questions about, and describing changes in, objects and events (ACSHE034)	describing everyday events and experiences and changes in our environment using science knowledge
	People use science in their daily lives, including when caring for their environment and living things (ACSHE035)	identifying the ways humans manage and protect resources, such as reducing waste and caring for water supplies recognising that many living things rely on resources that may be threatened, and that science understanding can contribute to the preservation of such resources
Year 3	Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)	recognising characteristics of living things such as growing, moving, sensitivity and reproducing recognising the range of different living things exploring differences between living, once living and products of living things
	Science involves making predictions and describing patterns and relationships (ACSHE050)	making predictions about change and events in our environment
	Science knowledge helps people to understand the effect of their actions (ACSHE051)	considering how materials affect the environment in different ways deciding what characteristics make a material a pollutant
Year 4	Living things have life cycles (ACSSU072)	recognising that environmental factors can affect life cycles such as fire and seed germination
	Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)	investigating how trees provide food, shelter and habitat for animals investigating the roles of living things in a habitat, for instance producers, consumers or decomposers recognising that interactions between living things may be competitive or mutually beneficial exploring a local area that has changed as a result of natural processes
	Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)	consider how different human activities cause erosion on the earth's surface considering the effects of events such as floods and extreme weather on the landscape, both in Australia and Asia
	Science knowledge helps people to understand the effect of their actions (ACSHE062)	considering methods of waste management and how they can affect the environment

Year 5	Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)	exploring general adaptations for particular environments such as adaptations that aid water conservation in deserts
	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)	considering how best to ensure the growth of plants
Year 6	The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)	investigating how changing the physical conditions for plants impacts on their growth and survival such as salt water, use of fertilizers and soil types
	Sudden geological changes or extreme weather conditions can affect Earth's surface (ACSSU096)	considering the effect of drought, flood or cyclones on living and non-living aspects of the environment
	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)	considering how personal and community choices influence our use of sustainable sources of energy
Year 7	Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU112)	investigating the effect of human activity on local habitats, such as deforestation, agriculture or the introduction of new species exploring how living things can cause changes to their environment and impact other living things, such as the effect of cane toads researching specific examples of human activity, such as the effects of palm oil production in Sumatra and Borneo
	Science knowledge can develop through collaboration and connecting ideas across the disciplines of science (ACSHE223)	considering how water use and management relies on knowledge from different areas of science, and involves the application of technology identifying the contributions of Australian scientists to the study of human impact on natural and managed environments including local environmental projects
	Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120)	considering issues relating to the use and management of water within a community considering how human activity in the community can have positive and negative effects on the sustainability of natural and managed ecosystems investigating ways to control the spread of introduced animals and plants such as the cane toad
	Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (ACSHE121)	investigating how advances in science and technology have been applied to the treatment, management and use of water in agricultural, industrial and household systems recognising that water management plays a role in areas such as farming, land management and gardening considering how seasonal changes
Year 8	Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE135)	Investigating requirements and the design of systems for collecting and recycling household waste investigating strategies implemented to maintain part of the local environment, such as bushland, a beach, a lake, a desert or a shoreline investigating how energy efficiency can reduce energy consumption
	People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE136)	describing how technologies have been applied to modern farming techniques to improve yields and sustainability
Year 9	Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)	exploring interactions between organisms such as predator/prey, parasites, competitors, pollinators, disease and symbionts examining factors that affect population sizes such as seasonal changes, destruction of habitats, introduced species

		investigating how ecosystems change as a result of events such as bushfires, drought and flooding
	People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions (ACSHE160)	considering the impacts of human activity
Year 10	Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere (ACSSU189)	<p>investigating how human activity affects global systems, such as the impact of food and fibre production on the carbon cycle</p> <p>modelling a cycle, such as the water, carbon, nitrogen or phosphorous cycle within the biosphere</p> <p>explaining the causes and effects of the greenhouse effect</p> <p>investigating the effects of climate changes on sea levels and biodiversity</p> <p>considering the long-term effects of loss of biodiversity</p> <p>examining the factors that drive the deep ocean currents, their role in regulating global climate, and their effects on marine life</p>
	Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community (ACSHE191)	considering the role of science in identifying and explaining the causes of climate change
	The values and needs of contemporary society can influence the focus of scientific research (ACSHE230)	<p>investigating the focus on renewable resources and innovation in their use, for example substitution of fossil fuels and their products such as petroleum, steel and aluminium with biofuels, wood, and engineered wood products</p> <p>investigating technologies associated with the reduction of carbon pollution, such as carbon capture</p> <p>investigating the use and control of CFCs based on scientific studies of atmospheric ozone</p>

## Humanities and Social Sciences (HASS) F-7 – History 7-10

YEAR LEVEL	CONTENT DESCRIPTIONS	ELABORATIONS
Year 2	<a href="#">The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044)</a>	<p>using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community</p> <p>suggesting reasons for the location of a local landmark (for example, community building, landmark or war memorial) before searching for resources that provide an explanation</p> <p>investigating the history of a chosen person, building, site or landmark in the local community using sources (for example, books, newspapers, oral histories, audiovisual material,</p>

		digital sources, letters, photographs) and relating a story which these reveal about the past
	<a href="#">The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045)</a>	<p>discussing why a particular site has heritage significance/cultural value for present generations (for example, it provides a record of a significant historical event, has aesthetic value, reflects the community's identity)</p> <p>identifying, in consultation with Aboriginal and Torres Strait Islander Peoples, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander Peoples (for example, engraving sites, rock paintings, natural sites or features such as the Birrigai rock shelter, creeks or mountains)</p> <p>identifying and designing a local historical tour of a building or site (for example, one related to a particular cultural group)</p>
	<a href="#">How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)</a>	examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives (for example, changes to land, air and sea transport; the move from wood-fired stoves to gas/electrical appliances; the introduction of transistors, television, FM radio and digital technologies; how people shopped and what they liked to buy, changes in the nature of waste and how waste is managed)
Year 3	<a href="#">The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)</a>	<p>liaising with Community to identify original language groups of Aboriginal or Torres Strait Islander Peoples who belong to the local area and exploring the relationship between language, Country/Place and spirituality. (This is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied.)</p> <p>listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to</p> <p>discussing when to use 'Acknowledgement of Country' and 'Welcome to Country' at ceremonies and events to respectfully recognise the Country/Place and traditional custodians of the land, sea, waterways and sky</p>
	<a href="#">How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063)</a>	<p>exploring photographs, newspapers, oral histories, diaries and letters to investigate how an aspect of life in the local community (for example, transport, entertainment, the natural and built environment, technology) has changed over time (for example, from the time of European settlement to the present day)</p> <p>comparing photographs from the past and present of a specific location to identify the change or continuity (similarities and differences over time) associated with people, events/developments, places or ecosystems</p> <p>identifying individuals and groups from the past of diverse backgrounds (for example, gender, culture, ability, age, socioeconomic circumstance) who have contributed to the community's development (for example, economic, social, cultural, civic or environmental contributions) and character</p>

		<p>(for example, culturally diverse, multi-faith, prosperous, helpful)</p> <p>exploring how the contributions of individuals, groups and organisations are recognised (for example, parades, Australia Day Awards, monuments)</p>
Year 5	<p><a href="#">The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHASSK107)</a></p>	<p>investigating colonial life to discover what life was like at that time for different inhabitants (for example, a European family and an Aboriginal or Torres Strait Islander language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, shopping or trade, language, housing and children's lives</p> <p>mapping local, regional and state/territory rural and urban settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns</p> <p>discussing challenges experienced by people in the colonial era and the enterprising or sustainable responses made to these challenges (wind energy, food preservation, communication, accessing water)</p> <p>exploring how the colony was governed and how life changed when Governor Macquarie established the rule of law</p> <p>investigating the impact of settlement on the local environment and its ecosystems (for example, comparing the present and past landscape and the flora and fauna of the local community)</p>
Year 6	<p><a href="#">The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)</a></p>	<p>examining population data that show the places of birth of Australia's people at one or more points of time in the past and today</p> <p>investigating the role of specific cultural groups in Australia's economic and social development (for example, the cattle industry, the Snowy Mountains Scheme, the pearling industry)</p> <p>considering notable individuals in Australian public life across a range of fields (for example, the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the National Living Treasures list, the Australian Dictionary of Biography or the Australian Honours lists)</p> <p>considering the contribution of groups and organisations in the development of Australia in the twentieth century (for example, the CSIRO, environmental action groups, farming cooperatives)</p>
Year 7	<p><a href="#">The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACHASSK171)</a></p>	<p>investigating world heritage criteria for the listing of significant ancient sites, using an example of an ancient site such as Pompeii</p> <p>explaining the UNESCO-led rescue mission to save the temples of Abu Simbel</p>

Year 7	<a href="#">Investigating the ancient past</a> <a href="#">The nature of sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031)</a>	investigating the discovery of Mungo Woman in 1969 and the use of radiocarbon dating to draw conclusions about the longevity of human occupation at Lake Mungo  generating a range of questions to investigate a source (for example, a shell midden in ancient Australia – where it was found, how long it was used for, what it reveals about technology and the use of environmental resources)
Year 8	<a href="#">Japan under the Shogans</a> <a href="#">The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)</a>	investigating the demand for available land and the patterns of land use in the period  outlining the attempts by the Tokugawa Shogunate to curb deforestation (for example, imposing heavy regulations on farmers; managing the harvesting of trees; and using new, lighter and more efficient construction techniques)
	<a href="#">The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees (ACDSEH068)</a>	researching the extinction of the moa in New Zealand as a result of hunting and habitat decline  explaining the significance of Rahui as a way of prohibiting the collection of resources, to ensure their sustainability  evaluating the evidence for theories about the deforestation of Easter Island (Rapa Nui)
Year 9	<a href="#">The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)</a>	describing the impact of factories, mines and cities on the environment, and on population growth and distribution  outlining the growth of trade unions as a response to the impacts of the Industrial Revolution
Year 10	<a href="#">The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia (ACDSEH028)</a>	outlining the emergence of concerns about the preservation of natural areas for future generations (for example, as reflected in the establishment of national parks in the United States (Yellowstone National Park in 1872), Australia (Royal National Park in 1879), Canada (Rocky Mountains National Park in 1885) and New Zealand (Tongariro National Park in 1887))
	The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (ACDSEH025)	investigating the impact of early texts that warned about environmental change (for example, <i>Silent Spring</i> by Rachel Carson, 1962; <i>Don't it make you want to go home</i> by Joe South, 1970; <i>Mother Earth News</i> magazine in 1970; <i>Mercy mercy me (the ecology)</i> lyrics by Marvin Gaye, 1971)
	<a href="#">The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment including the concept of 'sustainability' (ACDSEH126)</a>	recognising the historic impact of the pictures of Earth taken during the Apollo 8 mission and how they influenced people's view of the world  explaining the significance of ideas about the environment (for example, Gaia – the interaction of Earth and its biosphere; limits of growth – that unlimited growth is unsustainable; sustainability – that biological systems need to remain diverse and productive over time; and rights of nature – recognition that humans and their natural environment are closely interrelated)
	<a href="#">Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998 (ACDSEH127)</a>	investigating a range of environmental impacts (for example, the flooding of Lake Pedder in Tasmania, deforestation in Indonesia, the decline of the Aral Sea, the Exxon Valdez oil spill, the whaling industry)  explaining the struggle over French nuclear weapon testing in the Pacific 1966–1996 (for example, the sinking of the ship, the Rainbow Warrior, in 1985)

	<p><a href="#">Responses of governments, including the Australian Government, and international organisations to environmental threats since the 1960s, including deforestation and climate change (ACDSEH128)</a></p>	<p>explaining the responses of governments and organisations to environmental threats (for example, New Zealand’s anti-nuclear policy, the United States’ Comprehensive Environmental Response, Compensation and Liability Act 1980 (CERCLA), Australia’s first Great Barrier Reef Outlook Report (2009)</p> <p>evaluating the effectiveness of international protocols and treaties such as Kyoto (1997), the United Nations Framework Convention on Climate Change (since 1992) and the Washington Declaration (2007)</p>
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## Humanities and Social Sciences (HASS) F-7 - Geography 7-10

YEAR LEVEL	CONTENT DESCRIPTIONS	ELABORATIONS
Foundation	<a href="#">The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015)</a>	<p>identifying the places they live in and belong to (for example, a neighbourhood, suburb, town or rural locality)</p> <p>describing the features of their own place and places they are familiar with or they are aware of (for example, places they have visited, places family members have come from, imaginary places in stories, or places featured on television)</p> <p>identifying how places provide people with their basic needs (for example, water, food and shelter) and why they should be looked after for the future</p>
	<a href="#">The reasons why some places are special to people, and how they can be looked after (ACHASSK017)</a>	<p>identifying places they consider to be 'special' (for example, their room, a play area, holiday location or an Aboriginal or Torres Strait Islander place of family significance) and explaining why the place is special to them</p> <p>describing the features of places that are special to them based on what they see, hear, smell and feel</p> <p>discussing different ways they could contribute to caring for special places including those that are unique</p>
Year 1	<a href="#">The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)</a>	<p>using observations of the local place to identify and describe natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) and locating them on a map</p> <p>recounting Dreaming and Creation stories of Aboriginal Peoples and Torres Strait Islander Peoples that identify the natural features of a place</p> <p>using observations and/or photographs to identify changes in natural, managed and constructed features in their place (for example, recent erosion, revegetated areas, planted crops or new buildings)</p> <p>describing local features people look after (for example, bushland, wetland, park or a heritage building) and finding out why and how these features need to be cared for, and who provides this care</p>
Year 2	<a href="#">The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/ Place (ACHASSK049)</a>	<p>explaining that some Aboriginal and Torres Strait Islander people have special connections to many Countries/Places (for example, through marriage, birth, residence and chosen or forced movement)</p> <p>discussing how some people are connected to one Country (for example, because it is "mother's" Country or "father's" Country)</p> <p>describing the connections of the local Aboriginal and Torres Strait Islander Peoples with the land, sea, waterways, sky and animals of their Country/Place, and how this influences their views on the use of environmental resources</p>

	<p><a href="#">The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050)</a></p>	<p>examining the ways people are connected to other places (for example, through relatives, friends, things people buy or obtain, holidays, sport, family origin, beliefs, or through environmental practices such as where their waste ends up and its effect on people there)</p> <p>exploring how their place may be connected to events that have happened in other places (for example, sporting events such as the Olympic Games or natural disasters like the tsunami in Indonesia)</p>
Year 3	<p><a href="#">The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)</a></p>	<p>exploring people's feelings for place and the factors that influence people's attachment to place, through reading and viewing poems, songs, paintings and stories</p> <p>discussing why it is important to protect places that have special significance for people (for example, a wetland, a sacred site, a national park or a World Heritage site)</p> <p>exploring different types of settlement, and classifying them into hierarchical categories (for example, isolated dwellings, outstations, villages, towns, regional centres and large cities)</p> <p>investigating the diversity of people who live in their place (for example, surveying the school community about age, birthplace and ancestry) and comparing them with a school in another place in Australia or neighbouring country</p> <p>examining the similarities and differences between their daily lives and those of people in another place in Australia or neighbouring country, and inferring what it would be like to live in these places</p>
Year 4	<p><a href="#">The importance of environments, including natural vegetation, to animals and people (ACHASSK088)</a></p>	<p>identifying the main types of vegetation, including forest, savannah, grassland, woodland and desert, and explaining the relationship between climate and natural vegetation</p> <p>exploring how vegetation has an important role in sustaining the environment by producing oxygen, protecting food-producing land from erosion, retaining rainfall, providing habitat for animals, sheltering crops and livestock, providing shade for people, cooling urban places, producing medicines, wood and fibre, and making places appear more attractive</p> <p>explaining how people's connections with their environment can also be aesthetic, emotional and spiritual</p> <p>explaining the significance of vegetation endemic in the local area to survival of Aboriginal and/or Torres Strait Islander Peoples (for example, as a source of food, shelter, medicine, tools and weapons)</p> <p>exploring strategies to protect particular environments that provide the habitats for animals (for example, planting bird-attracting vegetation)</p>
	<p><a href="#">The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)</a></p>	<p>recognising that the distribution of Aboriginal and Torres Strait Islander Peoples before colonisation was across Australia, but concentrated in sustainable areas such as in the coastal and riverine areas of Australia</p> <p>investigating how Aboriginal and Torres Strait Islander Peoples ways of living were adapted to the resources of</p>

		<p>their Country/Place (for example, the alpine country of the Ngarigo People; the rainforests, beaches and dunes of the KuKu Yalanji People; the desert country of the Arrernte People; the savannah country of the Jawoyn People; the riverine plains of the Wiradjuri People; and the local Country/Place)</p> <p>investigating how knowledge and practices shared among Aboriginal and Torres Strait Islander Peoples are linked to sustainable use of resources and environments (such as rotational use and harvesting of resources, mutton-bird harvesting in Tasmania, the use of fire, and the collection of bush food from semi-arid rangelands)</p>
	<p>The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)</p>	<p>identifying some of the resources produced by the environment and where they come from (for example, water, food and raw materials such as fibres, timber and metals that make the things they use)</p> <p>exploring how some natural resources are used and managed in sustainable and non-sustainable ways</p> <p>identifying renewable and non-renewable resources</p> <p>investigating where a particular renewable natural resource comes from, how it is used and sustainable management strategies (for example, recycling paper or planting more trees)</p> <p>exploring the work of groups and organisations which manage natural resources and/or waste</p>
Year 5	<p><a href="#">The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)</a></p>	<p>identifying how Aboriginal and Torres Strait Islander communities altered the environment and sustained ways of living through their methods of land and resource management</p> <p>exploring the extent of change in the local environment over time (for example, through vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining), and evaluating the positive and negative effects of change on environmental sustainability</p>
	<p><a href="#">The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)</a></p>	<p>comparing how people have responded to climatic conditions in similar and different places and explaining why most Australians live close to the coast compared to inland Australia</p> <p>investigating the influence of landforms (for example, river valleys such as the Murray-Darling, Yellow (Huang He), Yangtze, Amazon, Mekong or Ganges), on the development of settlements that are involved in food and fibre production</p> <p>examining the effects of landforms (for example, valleys, hills, natural harbours and rivers) on the location and characteristics of their place and other places they know</p> <p>exploring the extent of change in the local environment over time and the impact of change on ecosystems</p> <p>exploring how a unique environment is used and managed (for example, settlement and human use of Antarctica and the practices and laws that aim to manage human impact)</p>

		<p>examining how the use of the space within their local place is organised through zoning</p> <p>investigating a current local planning issue (for example, redevelopment of a site, protection of a unique species), exploring why people have different views on the issue, and developing a class response to it</p>
	<p><a href="#">The impact of bushfires or floods on environments and communities, and how people can respond (ACHASS114)</a></p>	<p>mapping and explaining the location, frequency and severity of bushfires or flooding in Australia</p> <p>explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities</p> <p>researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding</p>
Year 6	<p><a href="#">The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)</a></p>	<p>identifying examples of indigenous peoples who live in different regions in the world (for example, the Maori of Aotearoa New Zealand, the First Nations of North America and the Orang Asli of Malaysia and Indonesia), appreciating their similarities and differences, and exploring the United Nations Declaration on the Rights of Indigenous Peoples</p> <p>investigating sustainability of the environments in which many indigenous peoples have lived sustainably over time</p> <p>investigating the similarities and differences in official languages, religions and spiritual traditions between Australia and selected countries of the Asia region and other parts of the world</p> <p>researching the proportion of the Australian population and of the population from their local area who were born in each world cultural region, using data from the Australian Bureau of Statistics and then comparing aspects of selected cultures</p>
Year 7	<p><a href="#">Classification of environmental resources and the forms that water takes as a resource (ACHASSK182)</a></p>	<p>classifying resources into renewable, non-renewable and finite/infinite resources, and investigating examples of each type and how they affect environmental sustainability</p> <p>describing how water is an available resource when it is groundwater, soil moisture (green water), surface water in dams, rivers and lakes (blue water) and treated or recycled (grey water), and a potential resource when it exists as salt water, ice or water vapour</p>
	<p><a href="#">The way that flows of water connect places as they move through the environment and the way these affect places (ACHASSK183)</a></p>	<p>explaining how the movement of water through the environment connects places (for example, the melting of snow in spring feeding rivers and dams downstream)</p> <p>investigating the importance of environmental flows</p> <p>investigating the environmental, economic and social uses of water and the effects of water as it connects people and places (for example, the effects of water diversion in the Snowy Mountains)</p>
	<p><a href="#">The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHASSK185)</a></p>	<p>investigating the causes of water scarcity, for example, an absolute shortage of water (physical), inadequate development of water resources (economic or political), or the ways water is used</p> <p>investigating whether the use of water in their place is sustainable</p>

		<p>discussing the advantages and disadvantages of strategies to overcome water scarcity (for example, recycling ('grey water'), stormwater harvesting and re-use, desalination, inter-regional transfer of water and trade in virtual water, and reducing water consumption)</p> <p>examining why water is a difficult resource to manage and sustain (for example, difficulties in accounting for its economic value, its competing uses and variability of supply over time and space)</p> <p>investigating land use management practices that have adversely affected water supply, such as land clearing and some farming practices</p>
	<p><a href="#">The influence of environmental quality on the liveability of places (ACHASSK190)</a></p>	<p>researching the effects of air and water pollution on the liveability of cities</p> <p>explaining the importance of water quality to the liveability of places now and into the future</p> <p>investigating the concepts of environmental quality and pollutions by surveying the environmental quality of their local area and its effect on liveability</p> <p>exploring the geophysical nature of the land and how this affects the liveability of a place</p>
	<p><a href="#">Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHASSK192)</a></p>	<p>researching methods implemented in Australia and Europe to improve the liveability of a place, and evaluating their applicability to their own locality</p> <p>developing a specific proposal to improve an aspect of the liveability of their place, taking into account the needs of diverse groups in the community, including young people (for example, through fieldwork in the local recreation area), or including traditional owners (for example, developing bilingual signage or Indigenous garden projects in the local area)</p> <p>discussing the impact of housing density on the liveability of places</p> <p>examining whether liveability and environmental sustainability can be enhanced at the same time</p>
Year 7	<p><a href="#">Classification of environmental resources and the forms that water takes as a resource (ACHGK037)</a></p>	<p>classifying resources into renewable, non-renewable and continuous resources, and investigating examples of each type</p> <p>describing how water is an available resource when it is groundwater, soil moisture (green water), and surface water in dams, rivers and lakes (blue water), and a potential resource when it exists as salt water, ice or water vapour</p>
	<p><a href="#">The way that flows of water connects places as it moves through the environment and the way this affects places (ACHGK038)</a></p>	<p>explaining how the movement of water through the environment connects places (for example, the melting of snow in spring feeding rivers and dams downstream)</p> <p>investigating the environmental, economic and social uses of water and the effects of water as it connects people and places (for example, the effects of water diversion in the Snowy Mountains)</p>

		<p>investigating the importance of environmental flows</p> <p>investigating the causes of water scarcity (for example, an absolute shortage of water (physical), inadequate development of water resources (economic), or the ways water is used)</p> <p>discussing the advantages and disadvantages of strategies to overcome water scarcity (for example, recycling ('grey water'), stormwater harvesting and re-use, desalination, inter-regional transfer of water and trade in virtual water, and reducing water consumption)</p> <p>examining why water is a difficult resource to manage and sustain (for example, because of its shared and competing uses and variability of supply over time and space)</p> <p>investigating whether the use of water in their place is sustainable</p> <p>investigating land use management practices that have adversely affected water supply, such as land clearing and some farming practices</p>
Year 8	<p><a href="#">The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)</a></p>	<p>discussing the representation of landscapes in literature, song/music, film and art</p> <p>analysing the role of geomorphic landforms and landscapes in tourism (for example, the Grand Canyon in the USA or Uluru in Australia)</p> <p>exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with landscapes and landforms by Aboriginal and Torres Strait Islander Peoples</p> <p>investigating Aboriginal Dreaming stories and Legends of the Torres Strait concerning the formation, meaning and interconnection of landforms</p> <p>discussing the significance of landforms for people, including Aboriginal and Torres Strait Islander Peoples</p>
	<p><a href="#">Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)</a></p>	<p>analysing the effects of erosion and sedimentation produced by human activities, including farming and recreation, on landscape quality</p> <p>examining the effects of mining and quarrying, and urban development, on landscape quality</p> <p>describing the effects of river regulation including dams, locks, channel straightening and drains, on riverine and wetland landscape quality</p> <p>investigating the effects of the built elements of environments (for example, urban development, marinas and sea walls) on coastal landscape quality</p> <p>investigating the ways introduced plants or animals or activities such as mining affect landscape quality and examining the effects on Aboriginal and Torres Strait Islander communities</p>
	<p><a href="#">Human causes and effects of landscape degradation (ACHGK051)</a></p>	<p>identifying different views about the value of particular environments (for example, recreational, psychological, aesthetic and spiritual), and about the nature and extent of</p>
	<p><a href="#">Ways of protecting significant landscapes (ACHGK052)</a></p>	

		<p>their protection, and discussing how this links to ideas about environmental sustainability</p> <p>investigating a significant landscape that is threatened by human activities and developing a proposal for the future of the landscape that takes account of the views of the diverse groups, including traditional owners, with an interest in its use or protection</p> <p>identifying the contribution of Aboriginal and Torres Strait Islander knowledge to the use and management of landforms and landscapes</p> <p>investigating the negative and positive impacts of bushfires on Australian landscapes and ways of responding to the risk and events of bushfires</p>
	<p><a href="#">Causes, impacts and responses to a geomorphological hazard (ACHGK053)</a></p>	<p>investigating the natural causes and spatial distribution of a geomorphological hazard (for example, volcanic eruption, earthquake, tsunami, landslide, avalanche)</p> <p>discussing the extent to which human alteration of environments has contributed to the occurrence of the geomorphological hazard</p> <p>describing how the effects caused by geomorphological hazards are influenced by social, cultural and economic factors (for example, where people choose to live, poverty, and lack of infrastructure and resources to prepare and respond)</p> <p>researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphological hazards or bushfires</p>
	<p><a href="#">Management and planning of Australia's urban future (ACHGK059)</a></p>	<p>examining the forecasts for the size of Australia's major cities and regional urban centres, and discussing the implications for their environmental sustainability and liveability</p> <p>investigating ways of managing the projected growth of Australia's cities and regional urban centres</p> <p>exploring the arguments for and against a more balanced distribution of the urban population</p> <p>generating ideas on how to decentralise Australia's urban population using Canberra as an example</p>
Year 9	<p><a href="#">Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)</a></p>	<p>identifying and describing the major aquatic and terrestrial biomes of Australia and the world, and their spatial distribution</p> <p>examining the influence of climate on biomass production (as measured by net primary productivity) in different biomes</p>
	<p><a href="#">Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations (ACHGK061)</a></p>	<p>identifying the biomes in Australia and overseas that produce some of the foods and plant material people consume</p> <p>investigating ways that the production of food and fibre has altered some biomes (for example, through vegetation clearance, introduction of exotic species, drainage, terracing and irrigation)</p>

		identifying the differences between natural and agricultural ecosystems in flows of nutrients and water, and in biodiversity
	<a href="#">Environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062)</a>	<p>describing how environmental factors (for example, climate, soil, landform and water), can support higher crop yields and investigating the environmental constraints on agricultural production in Australia (for example, soil moisture, water resources and soils)</p> <p>investigating how high crop yields (for example, from wheat, rice and maize) around the world are related to factors such as irrigation, accessibility, labour supply, landforms and agricultural technologies (for example, high-yielding varieties)</p> <p>evaluating the ways that agricultural innovations have changed some of the environmental limitations on and impacts of food production in Australia</p>
	<a href="#">Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)</a>	<p>exploring environmental challenges to food production from land degradation (soil erosion, salinity, desertification), industrial pollution, water scarcity and climate change</p> <p>identifying the impacts on food production from competing land uses (for example, sacred sites, urban and industrial uses, mining, production of food crops for biofuels, production of food crops for livestock, and recreation (such as golf courses))</p> <p>evaluating whether some ways of increasing food production could threaten sustainability</p> <p>investigating the impacts of alterations of biomes on the productivity and availability of staple resources for Aboriginal and Torres Strait Islander Peoples (for example, murnong or yam daisy in Victoria)</p>
	<a href="#">The capacity of the world's environments to sustainably feed the projected future global population (ACHGK064)</a>	<p>examining the effects of anticipated future population growth on global food production and security, and its implications for agriculture and agricultural innovation</p> <p>researching the potential of agricultural production in northern Australia</p> <p>identifying how poverty, food wastage, government policies or trade barriers could affect future food security</p> <p>applying understanding of the functioning of natural and agricultural ecosystems to investigate ways of making Australian agriculture more sustainable</p>
	<a href="#">The perceptions people have of place, and how these influence their connections to different places (ACHGK065)</a>	<p>comparing students perceptions and use of places and spaces in their local area, particularly at different times of day, between males and females, different age groups, people with and without disability, and people from diverse cultures including Indigenous and non-Indigenous peoples, and reflecting on the differences</p> <p>investigating how people in places in other countries perceive, use and are connected to their place and space</p>
	<a href="#">The effects of the production and consumption of goods on places and environments throughout the world and</a>	exploring the environmental impacts of the consumer product on the places that produce the raw materials, make the product, and receive the wastes at the end of its life

	<a href="#">including a country from North-East Asia (ACHGK068)</a>	<p>identifying the effects of international trade in consumer products on Australian places</p> <p>evaluating the effects of international demand for food products on biodiversity throughout the world, in the places of their production</p>
	<a href="#">The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)</a>	<p>investigating the global growth of tourism and its likely effects on the future of places</p> <p>discussing the effects of peoples cultural and leisure choices on towns and cities (for example, predicting how changing choices may affect these and other places in the future)</p>
Year 10	<a href="#">Human-induced environmental changes that challenge sustainability (ACHGK070)</a>	<p>discussing the concept of sustainability in relation to environmental functions</p> <p>identifying human-induced environmental changes (for example, water and atmospheric pollution; loss of biodiversity; degradation of land, inland and coastal aquatic environments) and discussing the challenges they pose for sustainability</p> <p>evaluating the concept of ecosystem services and the importance of these services for sustainability of biodiversity</p>
	<a href="#">Environmental world views of people and their implications for environmental management (ACHGK071)</a>	<p>describing the role of people’s environmental world views (for example, human-centred and earth-centred) in producing different attitudes and approaches towards environmental management</p> <p>comparing the differences in people’s views about the causes of environmental issues in Australia and across the world</p> <p>discussing whether environmental change is necessarily a problem that should be managed and explaining people’s choices of methods for managing or responding to environmental changes</p>
	<a href="#">The Aboriginal and Torres Strait Islander Peoples’ approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072)</a>	<p>researching the role of Aboriginal and Torres Strait Islander Peoples in environmental management</p> <p>explaining Aboriginal and Torres Strait Islander models of sustainability that contribute to broader conservation practices</p>
	<i>Select ONE of the following types of environment as the context for study: land (e.g. forests, deserts, grasslands, farmland), inland water, coast, marine or urban. A comparative study of examples selected from Australia and at least one other country should be included.</i>	
	<a href="#">The application of systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073)</a>	<p>describing the nature of the environmental change and its effect on the sustainability of environmental functions</p> <p>examining the interconnections between biophysical processes and human actions that generate environmental change, together with the consequences of these changes</p>
	<a href="#">The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074)</a>	<p>discussing the influence of people’s world views on programs for the management of the environmental change being investigated</p> <p>proposing geographical management strategies for the environmental change being investigated (for example, establishing reserves and corridors to preserve biodiversity (a spatial strategy), ecosystem-based management (an</p>

		<p>environmental strategy), urban planning to reduce energy consumption (a spatial strategy), and addressing underlying as well as immediate causes of environmental change (holistic thinking)</p> <p>comparing strategies in Australia and another country to manage the environmental change being investigated</p> <p>exploring the variety of solutions to similar environmental changes in different places</p> <p>discussing how land management agencies are increasingly working with traditional owners to manage environmental change and challenges</p>
	<p><a href="#">The application of environmental economic and social criteria in evaluating management responses to the change (ACHGK075)</a></p>	<p>explaining how communities and governments attempt to balance environmental, economic and social criteria in decisions on environmental programs, and the extent to which there can be trade-offs between them</p> <p>discussing the extent to which achieving sustainability in one place should take account of the effects on environmental conditions in other places in the context of the environmental change being investigated</p> <p>debating the practical and ethical dilemmas of national and international conservation programs aimed at the environmental change being investigated</p>

## Humanities and Social Sciences (HASS) 3-7 – Civics and Citizenship 7-9

YEAR LEVEL	CONTENT DESCRIPTIONS	ELABORATIONS
Year 3	<a href="#">Why people participate within communities and how students can actively participate and contribute (ACHASSK072)</a>	<p>identifying groups in the local community or through a virtual community and exploring their purpose</p> <p>exploring how they could participate in a school or community project (for example, raising money for a relevant aid project such as sponsorship of a sports team; working to protect a bird habitat)</p> <p>investigating an individual's contribution and why it was recognised (for example, an individual who was awarded an Order of Australia)</p> <p>exploring the motivations of people who have contributed to communities (for example, local community volunteers, leaders and Elders)</p>
Year 4	<a href="#">The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)</a>	<p>recognising that the identity of Aboriginal and Torres Strait Islander Peoples in Australia is shaped by Country/Place, language and knowledge traditions</p>
Year 5	<a href="#">Why regulations and laws are enforced and the personnel involved (ACHASSK117)</a>	<p>identifying diversity through the different social, cultural and religious groups students belong to</p> <p>listing and comparing the different beliefs, traditions and symbols used by groups</p> <p>recognising that the identity of Aboriginal and Torres Strait Islander Peoples in Australia is shaped by Country/Place, language and knowledge traditions</p> <p>describe real, virtual or vicarious experiences with other cultures and groups</p>
	<a href="#">How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)</a>	<p>discussing how and why people volunteer for groups in their community (for example, rural fire services, emergency services groups and youth groups)</p> <p>using social media to share and discuss ideas about how people can work together as local, regional and global citizens (for example, as communities for a local environmental issue or project)</p> <p>examining Aboriginal and Torres Strait Islander organisations and the services they provide</p> <p>discussing ways people resolve differences (for example, through negotiation and Reconciliation)</p>
Year 6	<a href="#">The roles and responsibilities of Australia's three levels of government (ACHASSK144)</a>	<p>clarifying the roles and responsibilities of the three levels of government (local, state/territory and federal)</p> <p>identifying issues where federal and state parliaments both have the power to make laws; recognising that federal law will override the state law if federal and state laws conflict on these issues</p> <p>identifying instances where there may be multiple levels of government involved (for example, in relation to the</p>

		environment such as management of the Murray-Darling river system)
	<a href="#">The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)</a>	<p>identifying the obligations people may consider they have as global citizens (for example, an awareness of human rights issues, concern for the environment and sustainability, being active and informed about global issues)</p> <p>describing dual citizenship and its implications for identity and belonging</p> <p>using a current global issue (for example, immigration across borders or clearing native forests to establish palm oil plantations) to discuss the concept of global citizenship</p>
Year 7	<a href="#">How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHASSK197)</a>	<p>identifying values shared by Australians and deciding which ones could also be considered universal values</p> <p>identifying how human rights values are consistent with Australian values</p>
Year 8	<a href="#">How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHGK042)</a>	<p>comparing the effectiveness of different forms of participation in Australia's democracy</p> <p>exploring how elected representatives can advocate on behalf of citizens</p> <p>investigating examples where citizens have taken direct action such as organising a public demonstration or social media campaign</p> <p>analysing how opinion polls are conducted and the ways they are used in democratic debate</p> <p>exploring the different ways that citizens can participate in and support Australia's democracy through their working lives, such as by serving in the armed services or as a reservist, teaching, representing Australia abroad as a diplomat or aid worker, or joining the police service or the public service</p>
Year 9	<a href="#">How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079)</a>	<p>researching the work of a non-government organisation (NGO), philanthropist, community group or religious group and how and why they contribute to the Australian community</p> <p>exploring the concept of 'the common good' using examples of how religious groups participate to foster interfaith understanding or social justice</p> <p>investigating why a particular group advocates for change (for example, in relation to gender equity)</p> <p>exploring the various ways that individuals can contribute to civic life (for example, by volunteering their services to charities and service groups, becoming a Justice of the Peace, making submissions to public enquiries, attending public meetings, serving on local government bodies and providing voluntary help at schools and nursing homes)</p> <p>discussing how the Australian Honours System recognises, celebrates and says thank you to those who make a difference and serve others</p>

		<p>investigating how the Australian Honours System works, including the types of awards and how they are announced and presented</p>
	<p><a href="#">How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081)</a></p>	<p>examining stories of how Australian citizens' perspectives on their role in the global community have been influenced by their experiences of living and working in other countries</p> <p>examining forms of global connectedness such as digital technology, arts, trade, language learning, employment, travel and immigration</p> <p>debating the concepts of 'global identity' and 'global citizenship' and their implications for Australian citizens</p>

## Humanities and Social Sciences (HASS) 5-7 – Economics & Business 7-10

YEAR LEVEL	CONTENT DESCRIPTIONS	ELABORATIONS
Year 5	<a href="#">The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)</a>	<p>debating whether one person's need is another person's need or want</p> <p>explaining the concept of scarcity (that is, needs and unlimited wants compared to limited resources) and why individuals cannot have all the items they want and therefore must make a choice</p> <p>explaining reasons for differences in needs and wants for different groups</p>
	<a href="#">Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)</a>	<p>categorising resources as natural (water, coal, wheat), human (workers, business owners, designing, making, thinking) and capital (tools, machines, technologies)</p> <p>brainstorming resources that a local community might use</p> <p>identifying and categorising the factors of production used in the production of goods and services that satisfy the needs and wants of a local community</p> <p>listing the needs and wants of a local community and exploring the ways resources are currently used to meet these needs and wants and how resources might be used more sustainably to meet these needs and wants into the future</p> <p>exploring how Aboriginal and Torres Strait Islander Peoples traditional and contemporary use of resources reflects their spiritual connections to the land, sea, sky and waterways</p>
	<a href="#">Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)</a>	<p>identifying goods they have purchased and categorising and explaining factors that influence consumer purchasing decisions (for example, personal preferences, social trends, economic factors such as budgets and the amount of money available to spend; psychological factors such as advertising and peer pressure; cultural, environmental, legal and ethical factors)</p> <p>comparing the influence of a variety of selling and advertising strategies used by businesses on consumer choices (for example, the influence of television and internet advertising compared to email promotions)</p> <p>recognising that financial transactions can include the use of notes, coins, credit and debit cards, and barter items; explaining the advantages and disadvantages of the different transaction types; and considering how these may influence the way people purchase items</p> <p>exploring the strategies that can be used when making consumer and financial decisions (for example, finding more information, comparing prices, keeping a record of money spent, saving for the future)</p>

Year 7	<p><a href="#">The ways consumers and producers interact and respond to each other in the market (ACHASSK199)</a></p>	<p>investigating the role and interactions of consumers and producers in the market (for example, using a simple circular flow of income model, demand, supply, price mechanism)</p> <p>investigating how consumers rely on businesses to meet their needs and wants</p> <p>examining how businesses respond to the demands of consumers (for example, preference for healthy, environment-friendly, organic or ethical products and services)</p> <p>exploring why businesses might set a certain price for a product (for example, because that's what they think consumers will pay) and how they might adjust the price according to demand</p> <p>considering how consumers might influence producers in other countries, such as those in the Asia region, to provide goods and services</p>
	<p><a href="#">Characteristics of entrepreneurs and successful businesses (ACHASSK201)</a></p>	<p>investigating well-known or familiar successful entrepreneurs and identifying the behaviours and skills that they bring to their business (for example, seeing and taking advantage of an opportunity; establishing a shared vision; demonstrating initiative, innovation and enterprise)</p> <p>observing local businesses to identify factors that contribute to their success (for example, location, quality of service, a high-quality product, sound management practices)</p>
Year 7	<p><a href="#">The ways consumers and producers interact and respond to each other in the market (ACHEK017)</a></p>	<p>investigating how consumers rely on businesses to meet their needs and wants</p> <p>examining how businesses respond to the demands of consumers (for example, preference for healthy options, environmentally friendly packaging or organic food)</p> <p>exploring why businesses might set a certain price for a product (for example, because that's what they think consumers will pay) and how they might adjust the price according to demand</p> <p>considering how consumers might influence producers in other countries, such as those in the Asia region, to provide goods and services</p> <p>investigating the role and interactions of consumers and producers in the market (for example, using a simple circular flow of income model, demand, supply, price mechanism)</p>
Year 8	<p><a href="#">Influences on the ways people work and factors that might affect work in the future (ACHEK031)</a></p>	<p>investigating present influences on the ways people work, such as technological change, outsourced labour in the global economy, rapid communication changes, casualisation of the workforce</p> <p>identifying changes to the workforce over time, such as the jobs available, the way individuals or communities value particular work, career length and human resource development, changing demography, corporate social responsibility and sustainability practices, changes to workplace laws</p>

		<p>predicting changes to work in the future and possible outcomes (for example, 'What could be the effect of a changing attitude to work–life balance or the decline of some industries?')</p>
Year 9	<p><a href="#">The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market (ACHEK041)</a></p>	<p>identifying the reasons businesses seek to build or create a competitive advantage (for example, to meet the changing demands of a competitive global market and improve their profit margins)</p> <p>investigating the different strategies businesses use to create competitive advantage (for example, research and development, offering a lower-cost product, or by implementing efficient internal operations strategies)</p> <p>discussing whether the adoption of strategies based around corporate social responsibility can increase the competitive advantage of businesses</p> <p>exploring emerging techniques businesses can use to gain an advantage, such as blended marketing, open innovation and use of social media</p>
Year 10	<p><a href="#">Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions (ACHEK053)</a></p>	<p>identifying and explaining factors that influence major consumer decisions (for example, price, availability and cost of finance, marketing of products, age and gender of consumer, convenience, ethical and environmental considerations)</p> <p>evaluating the outcomes of buying (for example, a car, using criteria such as the effect of loan repayments on disposable income, depreciation, maintenance and insurance costs compared with the benefits of independence, convenience and social status)</p> <p>identifying the difference between minor and major consumer and financial decisions and listing examples of each</p>

## Health & Physical Education

YEAR LEVEL	CONTENT DESCRIPTIONS	ELABORATIONS
Foundation	<a href="#">Participate in games with and without equipment (ACPMPO09)</a>	<p>participating in games that require students to be aware of personal safety and game boundaries</p> <p>participating in games from other cultures</p> <p>participating in games responding to stimuli, such as musical chairs, rhythm actions, alphabet shapes</p>
	<a href="#">Identify actions that promote health, safety and wellbeing (ACPPS006)</a>	<p>identifying household substances that can be dangerous and suggesting examples of how they can be stored safely in the home</p> <p>grouping foods into categories such as food groups and 'always' and 'sometimes' foods</p> <p>recognising and following safety symbols and procedures at home and in water and road environments</p> <p>understanding the importance of personal hygiene practices, including hand washing, face washing, nose blowing and toilet routines</p> <p>recognising that being kind, fair and respectful to others can support class health and wellbeing</p> <p>looking at different ways the community keeps them safe, for example devices like lights, procedures like safe swimming or safe food handling and safety volunteers</p>
Years 1-2	<a href="#">Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)</a>	<p>recognising that physical activities can take place in a range of different environments, including natural and built settings</p> <p>participating in physical activities within the built structures in the school and local community where physical activity takes place</p>
	<a href="#">Create and participate in games with and without equipment (ACPMPO27)</a>	<p>inventing games with rules using one or two pieces of equipment</p> <p>participating in games that use a number of different fundamental movement skills</p> <p>using stimuli such as equipment, rhythm, music and words to create games</p>
Years 3-4	<a href="#">Discuss and interpret health information and messages in the media and internet (ACPPS039)</a>	<p>accessing different sources of health information and examining the accuracy of these sources</p> <p>examining health messages from different sources and exploring choices, behaviours and outcomes conveyed in these messages</p> <p>investigating how health messages influence health decisions</p>
	<a href="#">Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)</a>	<p>identifying how regular physical activity promotes health, and recognising and accessing opportunities to be active while they are at school</p>

		<p>creating promotional posters to display around the school containing positive health and physical activity messages</p> <p>establishing a small fruit and vegetable garden for the class that can be used to create healthy lunches or snacks</p> <p>exploring and developing responsible and sustainable classroom practices such as recycling, composting and energy saving</p>
	<p><a href="#">Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041)</a></p>	<p>participating in physical activities in natural environments in the local area and reflecting on the enjoyable components of participation</p> <p>comparing the characteristics and benefits of physical activities that can take place in a natural environment and those that take place in a built environment</p>
	<p><a href="#">Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)</a></p>	<p>researching games from their country of heritage and teaching the class how to play them</p> <p>investigating how food practices differ between families, communities and cultural groups, and how food preparation and consumption are used to celebrate and pass on cultural beliefs, practices and values</p> <p>planning a day that celebrates the cultural diversity of students in their class by sharing food, stories and games from their cultural background</p> <p>reading Dreaming stories unique to an Aboriginal group and comparing them to stories shared in different cultures</p>
Years 5-6	<p><a href="#">Examine how identities are influenced by people and places (ACPPS051)</a></p>	<p>identifying how personal qualities contribute to identities and inform world views</p> <p>recognising how individual personalities and teamwork contribute to achieving success in physical activities</p> <p>exploring how personal and cultural identities change over time</p> <p>investigating how personal and cultural identities are influenced by the groups and communities to which we belong and the places to which we feel connected</p> <p>exploring how family, peers, popular culture and the media influence how individuals interact and the choices they make in given situations</p> <p>discussing the notion of border crossing; that is, how Aboriginal and Torres Strait Islander Peoples live in two worlds</p>
	<p><a href="#">Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)</a></p>	<p>researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy</p> <p>applying criteria to online information to assess the credibility of the information and its relevance to peers</p> <p>creating ways to share information about local services young people can access for help, such as a blog, app or advertisement</p>
	<p><a href="#">Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)</a></p>	<p>scripting and rehearsing how to refuse drugs they may be offered, such as medication, tobacco product or alcohol</p>

		<p>comparing product labels on food items or nutritional information in recipes and suggesting ways to improve the nutritional value of meals</p> <p>proposing and implementing opportunities to increase their physical activity levels at school and at home</p> <p>selecting and practising appropriate responses to promote safety in different situations, including water- and traffic-related situations</p>
	<p><a href="#">Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)</a></p>	<p>examining how media and public identities influence the way people act and the choices they make</p> <p>sharing how important people in their life influence them to act or behave in a healthy or safe way</p> <p>analysing health messages in the media and comparing their interpretations with those of other members of the class</p> <p>exploring media representations of people who are Aboriginal and Torres Strait Islander, from diverse cultural backgrounds, same-sex attracted or gender diverse, and discussing how representations impact on community values</p>
	<p><a href="#">Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059)</a></p>	<p>exploring ways in which people can connect with other members of their community through participating in physical activities in natural settings and built environments</p> <p>discussing how a connection to the local community, environment or special places can influence personal and community health and wellbeing</p> <p>discussing how access to natural and built environments can help or hinder participation in physical activities</p> <p>exploring Aboriginal and Torres Strait Islander understandings of special places and the connection of these places to physical activities</p>
Years 7-8	<p><a href="#">Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077)</a></p>	<p>investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices</p> <p>investigating food-serving recommendations from The Australian Guide to Healthy Eating and producing a guide to help students make healthy choices when buying food from the school canteen</p> <p>examining how different cultures value the contribution of the mind-body-spirit connection to health and wellbeing</p> <p>explore how spiritual connection to Country/Place enhances health and wellbeing for Aboriginal and Torres Strait Islander Peoples</p>
Years 9-10	<p><a href="#">Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)</a></p>	<p>critiquing images and messages in the media that portray what it means to have a good time and be fun to be around, and evaluating how these images can be interpreted</p> <p>examining local fast-food options, making healthy selections and advocating healthy choices to peers</p>

		<p>exploring external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others' health and wellbeing</p> <p>evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing</p>
	<p><a href="#">Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)</a></p>	<p>creating and evaluating visual and multimodal health campaigns in print-based and digital environments to promote health and wellbeing in their community</p> <p>developing and implementing proposals to enhance the wellbeing of staff and students in the school</p> <p>investigating community-action initiatives young people have instigated that have had a positive influence on the health and wellbeing of their communities</p> <p>preparing, delivering and critiquing a class presentation to the community, for example a presentation to parents on tips for serving and eating food that has been prepared sustainably</p>

## Technologies

YEAR LEVEL	CONTENT DESCRIPTIONS	ELABORATIONS
Foundation – Year 2	<p><a href="#">Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community need (ACTDEK001)</a></p>	<p>exploring how local products, services and environments are designed by people for a purpose and meet social needs, for example the range of shelters provided for the public in a local community; graphical displays to market school and community events</p> <p>asking questions about natural and managed environments and impacts on them when selecting materials, tools and equipment when designing and making products, for example harvesting products from the school garden and using recycled clothing</p> <p>making design decisions based on personal and family needs, for example downloading and comparing recipes to suit available cooking facilities such as cooking in the bush compared to cooking in a kitchen</p> <p>exploring and critiquing products, services and environments for their impact on sustainability, for example the environmental risks and benefits of a system for organically or hydroponically growing a vegetable crop from seed or seedling to harvest</p>
	<p><a href="#">Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004)</a></p>	<p>exploring designed solutions to meet individual, family and community needs with a focus on materials, for example fabrics used for sports clothing, soft fall for play spaces</p>

		<p>developing new meanings for objects and action during play, for example exploring how household packaging can be used to represent other objects</p> <p>exploring systems used in the classroom or community for creatively dealing with problems and needs, for example storage systems for equipment, traffic system flow for drop and go zones, the use of hoists and ramps to facilitate access</p> <p>exploring facilities in local environments for accessibility and environmental impact, for example location of bike tracks and sporting fields using digital maps to view local area</p> <p>exploring materials, components, tools and equipment through play to discover potential uses when making products or modelling services and environments, for example when designing and making clothes, toys and shelters</p> <p>experimenting with techniques to combine or alter materials to satisfy a function</p>
	<p><a href="#">Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005)</a></p>	<p>identifying, gathering and playing with materials, components, tools and equipment to generate personal design ideas, for example designing a greeting card for a friend</p> <p>exploring opportunities around the school for designing solutions, for example how school play areas could be improved; how the school removes classroom waste and identifying opportunities to reduce, recycle and re-use materials; reviewing the school canteen menu to identify healthy food options and suggesting changes to promote future good health</p> <p>discussing possible designed solutions based on experience and some research, for example asking adults for advice</p> <p>considering the importance of sustainability in designed solutions, for example comparing the durability of materials for a selected solution</p> <p>exploring which tools, equipment and techniques to use with selected materials</p>
	<p><a href="#">Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)</a></p>	<p>using and playing with everyday materials in new ways or re-using discarded materials, for example using discarded materials to design, make and model a constructed environment</p> <p>learning and safely practising a range of technical skills using tools and equipment, for example joining techniques when making products, watering and mulching gardens, preparing food, using software to design an environment</p> <p>assembling components of systems and checking they function as planned, for example when making a musical instrument</p>
	<p><a href="#">Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)</a></p>	<p>developing criteria for success with teacher guidance including consideration of impact on environment</p>

		<p>recording a judgment about design ideas with teacher guidance, for example expressing own likes and dislikes about a design idea</p> <p>reflecting on the processes and challenges of designing and producing a solution and sharing these reflections using digital technologies, for example when growing a food product, designing a structure to take a load or making a nutritious snack</p> <p>suggesting areas for design improvement</p>
Years 3-4	<p><a href="#">Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010)</a></p>	<p>exploring, playing with and testing materials for their appropriateness, for example materials for a new sun-shade product</p> <p>examining the suitability of a service or everyday system and proposing improvements, for example a water saving system for a bathroom at home</p> <p>investigating materials, components, tools and equipment, including by using digital technologies, to discover their characteristics and properties, how they can be used more sustainably and their impact in the future</p> <p>considering the impact of environments on users, for example a school vegetable garden, a protected outdoor play area</p> <p>exploring and testing factors that impact on design decisions, for example considering the demographics of an area or the impact of natural disasters on design of constructed environments such as the structural design of buildings in Japan to withstand earthquakes</p> <p>critiquing designed products, services and environments to establish the factors that influence the design and use of common technologies, for example the characteristics that contribute to energy-efficient cooking such as wok cooking; the suitability and sustainable use of particular timbers</p>
	<p><a href="#">Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes (ACTDEK013)</a></p>	<p>conducting experiments and tests to understand the properties of materials, for example strength, durability, warmth, elasticity</p> <p>investigating the mass production of products to ensure standardisation, for example students setting up a production line to produce a product for a school fete</p> <p>investigating the suitability of technologies – materials, systems, components, tools and equipment – when designing and making a product, service or environment, for example a toy for a young child, a composting system for household waste management, raised garden beds for improved access, weaving nets, bags or baskets</p> <p>comparing how different components interrelate and complement each other in a finished designed solution, for example investigating and playing with joining processes for a variety of materials in the production of common products</p>

		<p>investigating local constructed environments to compare how buildings were constructed in the past and in the present and noting innovations</p> <p>analysing products, services and constructed environments from a range of technologies contexts with consideration of possible innovative solutions and impacts on the local community and the sustainability of its environment</p>
	<p><a href="#">Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions (ACTDEP014)</a></p>	<p>exploring the different uses of materials in a range of products, including those from Aboriginal and Torres Strait Islander communities and countries of Asia</p> <p>critiquing and selecting appropriate joining techniques for materials to produce working models</p> <p>exploring and testing a range of materials under different conditions for suitability including sustainability considerations and identifying appropriate tools, equipment and techniques</p> <p>examining the structure and production of everyday products, services and environments to enhance their own design ideas</p> <p>exploring the properties of materials to determine suitability, for example the absorbency of different fabrics or the strength of different resistant materials</p>
	<p><a href="#">Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions (ACTDEP016)</a></p>	<p>using appropriate technologies terms to confidently describe and share with others procedures and techniques for making, for example cutting and joining materials</p> <p>exploring ways of joining, connecting and assembling components that ensure success, and the impact digital technologies have had on these processes</p> <p>using tools and equipment accurately when measuring, marking and cutting; and explaining the importance of accuracy when designing and making, for example creating a template, measuring ingredients in a recipe, sowing seeds</p> <p>selecting and using materials, components, tools, equipment and processes with consideration of the environmental impact at each stage of the production process</p> <p>demonstrating safe, responsible and cooperative work practices when making designed solutions</p>
	<p><a href="#">Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017)</a></p>	<p>negotiating criteria for success with class or group members</p> <p>evaluating, revising and selecting design ideas, based on criteria for success and including consideration of ethics, social values and sustainability</p> <p>evaluating the functional and aesthetic qualities of a designed solution</p> <p>reflecting on the sustainability implications of selected designed solutions</p> <p>comparing the amount of waste that would be produced from different design and development options and the potential for recycling waste</p>

		<p>reflecting on designed solutions to critique and assess suitability, sustainability and enterprise opportunities and determine how well they meet success criteria</p>
Years 5-6	<p><a href="#">Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019)</a></p>	<p>reflecting on the features of designed solutions that ensure safety and wellbeing of users, for example smoke alarms</p> <p>evaluating the sustainability implications of materials, systems, components, tools and equipment, for example materials can be recycled or re-used to reduce waste; systems may benefit some, but disadvantage others</p> <p>considering the impact designed products, services or environments have in relation to sustainability and also on local, regional and global communities, including Aboriginal and Torres Strait Islander communities and countries in the Asia region</p> <p>reflecting on the importance of aesthetics, function and sustainability in product design, for example a textile product that gives protection and is appealing; a motor that moves a vehicle and uses a sustainable power source</p> <p>identifying the components of a service or system that contribute to its success and assessing potential risk or failure, for example, communication in the school or communication of a message to a wide audience; a system that manages an aspect of the environment; a campaign such as Clean Up Australia Day in different communities</p> <p>identifying the impact of the designed features of an environment, for example a modification to a home to reduce environmental impact; restoring a natural environment and retaining access for the public</p>
	<p><a href="#">Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy (ACTDEK021)</a></p>	<p>investigating and experimenting with different tools, equipment and methods of preparing soil and the effect on soil quality and sustainability including conserving and recycling nutrients, for example when designing a sustainable school vegetable garden or cropping area</p> <p>describing the relationship between plant types and animal breeds and their environmental suitability when selecting suitable plants or animals for an environment</p> <p>sequencing the process of converting 'on-farm' food or fibre products into a product suitable for retail sale, that is, the 'paddock to plate' supply chain, or when making yarn or fabric from fibre</p> <p>using current food guides and government-endorsed food policies to plan food choices</p> <p>experimenting with tools, equipment, combining ingredients and techniques to design and make food products or meals for selected groups for healthy eating taking into consideration environmental impacts and nutritional benefits</p> <p>considering traditional and contemporary methods of food preparation used in a variety of cultures, including Aboriginal and Torres Strait Islander methods</p>

		<p>identifying work practices that show an understanding of nutrition, environmental considerations, hygiene and food safety when designing and making a food product, for example washing fruit and vegetables carefully to remove residues, safe disposal of cooking oils to avoid environmental damage, refrigerated storage of highly perishable foods</p>
	<p><a href="#">Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use (ACTDEK023)</a></p>	<p>identifying the properties of materials for the design and construction of a sustainable household item, for example a product for storing harvested water</p> <p>evaluating the functional properties of a specific-purpose household system, for example a security system</p> <p>examining the materials and systems used in a public use system that affect the way people live, for example a community exercise environment or arts facility, water treatment, garbage collection</p> <p>comparing tools, equipment and techniques to select those most appropriate for a given purpose</p> <p>evaluating the use of computer-aided manufacturing in terms of cost and impacts on local and regional designers, producers and enterprises</p> <p>comparing the design and production of products, services and environments in Australia and a country in the Asia region</p>
	<p><a href="#">Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)</a></p>	<p>generating a range of design ideas for products, services or environments using prior knowledge, skills and research</p> <p>developing alternative design ideas and considering implications for the future to broaden the appeal and acceptance of design ideas</p> <p>analysing and modifying design ideas to enhance and improve the sustainability of the product, service, environment or system</p> <p>representing and communicating design ideas using modelling and drawing standards including the use of digital technologies, for example scale; symbols and codes in diagrams; pictorial maps and aerial views using web mapping service applications</p> <p>experimenting with materials, tools and equipment to refine design ideas, for example considering the selection of materials and joining techniques to suit the purpose of a product</p>
	<p><a href="#">Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions (ACTDEP026)</a></p>	<p>matching material and joining techniques to the design intention, for example accurately cutting and sewing the fabric pieces to make a community banner or joining components to produce an electric circuit</p> <p>working safely, responsibly and cooperatively to ensure safe work areas, for example the safe use of equipment when making a water-resistant, floating craft or a model of an environmentally sensitive outdoor shelter</p>

		<p>using appropriate personal protective equipment required for the use of some tools and equipment, for example protective eyewear</p> <p>manipulating materials with appropriate tools, equipment and techniques, for example when preparing food, cultivating garden beds, constructing products</p>
	<p><a href="#">Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027)</a></p>	<p>independently and collaboratively identifying criteria for success, processes and planning, for example using visual representations such as a flowchart</p> <p>evaluating the suitability of materials, tools and equipment for specific purposes</p> <p>reflecting on how well their designed solutions ensure safety and wellbeing of users and consumers and meet the needs of communities and different cultures</p> <p>considering the criteria for success in relation to the benefits and costs of production processes, the environmental impact, future use and application, and social values and ethics of clients</p> <p>evaluating products, services and environments from a range of technologies contexts with consideration of ethics and sustainability</p>
Years 7-8	<p><a href="#">Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)</a></p>	<p>considering factors that influence the selection of appropriate materials, components, tools and equipment, for example Aboriginal and Torres Strait Islander Peoples' sustainable practices, custodianship and connection to Country</p> <p>investigating how ethics, social values, profitability and sustainability considerations impact on design and technologies, for example animal welfare, intellectual property, off-shore manufacturing in Asia</p> <p>critiquing competing factors that influence the design of services, for example a natural disaster warning system for a community</p> <p>considering the rights and responsibilities of those working in design and technologies occupations, for example consideration of Aboriginal and Torres Strait Islander protocols</p> <p>investigating traditional and contemporary design and technologies, including from Asia, and predicting how they might change in the future in response to factors such as social change and the need for more sustainable patterns of living</p> <p>identifying needs and new opportunities for design and enterprise, for example promotion and marketing of designed solutions</p>
	<p><a href="#">Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032)</a></p>	<p>comparing land and water management methods in contemporary Australian food and fibre production with traditional Aboriginal systems and countries of Asia, for example minimum-tillage cropping, water-efficient irrigation</p> <p>investigating the management of plant and animal growth through natural means and with the use of chemical</p>

		<p>products like herbicides and medicines when producing food and fibre products</p> <p>recognising the need to increase food production using cost efficient, ethical and sustainable production techniques</p> <p>describing physical and chemical characteristics of soil and their effects on plant growth when producing food and fibre products</p> <p>investigating different animal feeding strategies such as grazing and supplementary feeding, and their effects on product quality, for example meat tenderness, wool fibre diameter (micron), milk fat and protein content when producing food and fibre products</p> <p>recognising the importance of food and fibre production to Australia's food security and economy including exports and imports to and from Asia when critiquing and exploring food and fibre production</p>
	<p><a href="#">Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034)</a></p>	<p>investigating aspects of technologies specialisations, for example in architecture, critiquing the design of an existing building to identify features of passive design or in fashion, evaluating the sustainability of different fibres</p> <p>investigating and selecting from a broad range of technologies – materials, systems, components, tools and equipment – when designing for a range of technologies contexts</p> <p>considering the ways in which the characteristics and properties of technologies will impact on designed solutions, for example the choice of building materials and housing design in Australia and the countries of Asia; the properties of textile fibres and fabrics determine end use</p> <p>considering safe work practices, for example producing a safety information video that details risk management practices for using a piece of equipment in the classroom or within a community</p> <p>evaluating products and services for the individual and the community considering ethics and social factors, for example a short video encouraging individuals to increase their use of public transport in the local area</p> <p>evaluating environments that have been designed in consultation with community groups, for example a bush tucker community garden developed in consultation with local Elders</p>
	<p><a href="#">Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP035)</a></p>	<p>considering community needs when identifying opportunities for designing, for example gardens for a community centre, cost effective food service for a sport club</p> <p>experimenting with traditional and contemporary technologies when developing designs, and discovering the advantages and disadvantages of each approach</p> <p>investigating emerging technologies and their potential impact on design decisions, for example flame retardant</p>

		<p>fabrics or smart materials such as self-healing materials, digital technologies and agriculture</p> <p>examining, testing and evaluating a variety of suitable materials, components, tools and equipment for each design project, for example the differences between natural hardwood and plantation softwood timbers, which determine their suitability for particular uses related to durability, for example interior or exterior use</p> <p>evaluating the viability of using different techniques and materials in remote, isolated areas, or less developed countries</p> <p>selecting appropriate materials to acknowledge sustainability requirements by using life cycle thinking</p>
	<p><a href="#">Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions (ACTDEP037)</a></p>	<p>developing technical production skills and safe working practices with independence to produce quality solutions designed for sustainability</p> <p>practising techniques to improve expertise, for example handling animals, cutting and joining materials</p> <p>identifying and managing risks in the development of various projects, for example working safely, responsibly, cooperatively and ethically on design projects, assessing uncertainty and risk in relation to long-term health and environmental impacts</p> <p>developing innovative ways of manipulating technologies using traditional and contemporary materials, components, tools, equipment and techniques and considering alternatives including emerging technologies that could be substituted to reduce waste or time</p>
	<p><a href="#">Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (ACTDEP038)</a></p>	<p>developing criteria for success to evaluate the success of designed solutions in terms of aesthetics, functionality and sustainability</p> <p>considering how to improve technical expertise</p> <p>evaluating designed solutions and processes and transferring new knowledge and skills to future design projects</p>
Years 9-10	<p><a href="#">Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)</a></p>	<p>evaluating design and technology professions and their contributions to society locally, nationally, regionally and globally, for example Aboriginal designers collaborating with international craftspeople for local enterprises</p> <p>recognising the impact of past designed solutions and possible decisions when creating preferred futures, for example the design of public transport systems that use renewable energy and the design of rural communities to reduce fire risk</p> <p>considering the factors that influence design and professional designers and technologists, including time, access to skills, knowledge, finance, expertise, for example Australian designers working with rapid prototyping manufacturers in China</p> <p>explaining how product life cycle thinking can influence decision-making related to design and technologies, for</p>

		<p>example rethinking products to provide for re-use, selecting a material for a product that has a lower carbon footprint</p> <p>critiquing mass production systems taking into account ethics and sustainability considerations, for example the mass production of food, clothing and shoes and why manufacturers produce different versions of the same product</p>
	<p><a href="#">Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)</a></p>	<p>considering how creativity, innovation and enterprise contribute to how products, services and environments evolve, for example how designers use biomimicry, the ways plant and animal adaptations can be copied to solve human challenges, such as the Japanese building Sendai Mediatheque based on seaweed-like tubes</p> <p>exploring the ways commercial enterprises respond to the challenges and opportunities of technological change, for example e-commerce, and carbon footprint</p> <p>explaining the consequences of social, ethical and sustainability decisions for products, services and environments, for example a managed public environment such as a theme park</p> <p>predicting the impact of emerging technologies for preferred futures</p> <p>constructing scenarios of how the future may unfold (forecasting) and what impacts there may be for society and particular groups, and back casting from preferred futures</p> <p>recognising real-world problems and understanding basic needs when considering designed solutions, for example Engineers Without Borders High School Outreach Program allows students to design solutions to problems in a country in Asia</p>
	<p><a href="#">Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)</a></p>	<p>examining emerging production technologies and methods in terms of productivity, profitability and sustainability, for example vertical farming, recirculation technologies in aquaculture</p> <p>investigating how digital technologies could be used to enhance food production systems, for example global positioning system (GPS) for managing animals, crop sensors or automated animal feeding or milking</p> <p>comparing the environmental impacts of intensive and extensive production systems and their contribution to food and fibre production</p> <p>investigating the interdependence of plants and animals in food and fibre production</p> <p>examining the marketing chain of a range of agricultural products and outlining the effect of product processing and advertising on demand and price</p> <p>taking account of animal welfare considerations in food and fibre production enterprises</p>
	<p><a href="#">Investigate and make judgments on how the characteristics and properties of</a></p>	<p>critiquing the design of an existing product to identify environmental consequences of material selection</p>

	<p><a href="#">materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046)</a></p>	<p>justifying decisions when selecting from a broad range of technologies – materials, systems, components, tools and equipment, for example selecting low-emission paints and locally sourced materials</p> <p>analysing and explaining the ways in which the properties and characteristics of materials have been considered in the design of a product with specific requirements such as reduced weight to reduce transport costs in rural Australia</p> <p>investigating emerging materials and their impact on design decisions</p>
	<p><a href="#">Investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create designed solutions (ACTDEK047)</a></p>	<p>examining factors influencing the design of a product that has an explicit environmental emphasis, for example the low-flush toilet</p> <p>critiquing product manufacturing processes in relation to society, ethics, and sustainability factors, for example a mechanised entertainment system; an interactive multimedia product to teach a concept to a student in a country in Asia</p> <p>critiquing the social nature of services, for example a signage system to manage students and community members during a school function (signs may include words, pictures and/or braille); organisational system for an aged-care facility</p> <p>critiquing environments in relation to preferred futures in relation to society, ethics and sustainability practices, for example the refurbishment of a local playground; the re-design of a local wetland</p>
	<p><a href="#">Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (ACTDEP048)</a></p>	<p>critiquing the design of new products to identify how well design ideas respond to sustainability issues</p> <p>critiquing a range of design and technologies ideas, for example assessing those that draw on the intellectual property of others, exploring how well the ideas respond to international and Australian standards</p> <p>considering the needs of community groups to identify rich design tasks</p> <p>examining relationships of properties for complementary materials for products, for example examining compressive and tensile strengths of materials</p> <p>identifying appropriate tools, equipment, techniques and safety procedures for each process and evaluating production processes for accuracy, quality, safety and efficiency</p>
	<p><a href="#">Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP050)</a></p>	<p>refining technical skills and using production skills with independence to produce quality designed solutions and to reduce risks in production</p> <p>using materials, components, tools, equipment and techniques safely and considering alternatives to maximise sustainability, for example using timber because it stores carbon and offsets the demand for alternative products</p> <p>experimenting with innovative combinations and ways of manipulating traditional and contemporary materials,</p>

		<p>components, tools, equipment and techniques, and recording findings in a collaborative space to debate the merits of each with peers</p> <p>explaining safe working practices required for a specific classroom design project for individual or community use</p> <p>modifying production processes to respond to unforeseen challenges or opportunities, for example when producing bulk quantities of recipes, lower than average rainfall and impacts on growth, materials with unexpected faults</p>
	<p><a href="#">Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051)</a></p>	<p>establishing specific criteria for success for evaluating designed solutions</p> <p>evaluating and justifying the use and best combination of traditional, contemporary and emerging technologies during project development, including consideration of sustainability, for example farming methods in South-East Asia</p> <p>evaluating choices made at various stages of a design process and modifying plans when needed with consideration of criteria for success</p> <p>evaluating projects for their long-term application, functionality and impact</p> <p>reflecting on learning, evaluating processes and transferring new knowledge and skills to future design projects</p>

# The Arts

## Media Arts

YEAR LEVEL	CONTENT DESCRIPTIONS	ELABORATIONS
Foundation – Year 2	<a href="#">Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)</a>	<p>exploring sound to communicate ideas, for example, creating sound effects to enhance the mood or main idea of a story</p> <p>experimenting with image, for example, retelling a story of the school day in a series of captioned images</p> <p>Considering viewpoints – forms and elements: For example – What images will represent my story or the ideas in the song?</p> <p>experimenting with technologies to capture images, sounds and text</p> <p>exploring composition by selecting and editing images and/or sounds to create the characters in well-known stories or songs</p>
	<a href="#">Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)</a>	<p>experimenting with and managing a digital camera to capture still or moving images, for example, reviewing captured images, zooming in and out and deleting unwanted images</p> <p>experimenting with sound recording technology and found objects to create and record sound effects to support a story</p> <p>Considering viewpoints – elements, content: For example – What images will I keep or delete? Which image interests me and why?</p> <p>practising using computer software to add captions to images to enhance meaning in a photo story</p> <p>trialsing the selection and arrangement of images, sounds and text to organise important features of an idea or story</p>
	<a href="#">Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)</a>	<p>capturing and sequencing images and text to create comic books that retell familiar and traditional stories to share with the class</p> <p>Considering viewpoints – societies and cultures: For example – What images will I use to tell my traditional story?</p> <p>collecting and sharing, with permission of the people involved, class stories and presenting them in the form of a class news bulletin.</p> <p>creating, rehearsing and recording a radio play and seeking permission to share it with another class</p> <p>producing and presenting a media artwork for a particular purpose, for example, creating an advertisement that</p>

		<p>recommends appropriate behaviour when using cameras in the room</p>
Years 3-4	<p><a href="#">Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)</a></p>	<p>creating a sequence of images, sounds and text or a combination of these to clearly establish the beginning, middle and end of a story or event</p> <p>taking a series of photographs that show themselves and their friends as comic superheroes and villains through setting, costume and body language</p> <p>constructing realistic representations of the classroom or other community locations and then constructing fictional versions of the same space</p> <p>experimenting with tension to create meaning and sustain representations</p> <p>Considering viewpoints – forms and elements: For example – What images will I use and in what order?</p>
Years 5-6	<p><a href="#">Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAM062)</a></p>	<p>applying the conventions of an established genre to an ordinary everyday event to create humour, for example, a visit to the library as an action movie or lunch as a sports commentary on the radio</p> <p>exploring different power relationships and showing different perspectives on character by framing images, for example, representing a relationship from their school or community</p> <p>designing and drawing a game character for a particular genre, considering the appropriate costume, mannerisms and typical dialogue</p> <p>selecting combinations of media materials to represent the same person, location or idea in different ways, for example, using different music or sound effects to change the meaning of a story</p> <p>Considering viewpoints – forms and elements: For example – How can I change the meaning of a story by adding or changing a soundtrack to my images? How can I use framing to demonstrate a power relationship?</p>
Years 7-8	<p><a href="#">Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067)</a></p>	<p>investigating viewpoints when making decisions about how they will represent a theme, concept or idea, and considering media conventions and genres</p> <p>manipulating combinations of technical and symbolic elements (composition, time, space, sound, movement, lighting) to represent ideas and feelings in their media artworks</p> <p>discussing and documenting their choices of representation to strengthen meaning in their media artworks</p> <p>Considering viewpoints – philosophies and ideologies: For example – What ideological or political perspectives are evident in my artwork to engage a particular audience? What established behaviours or conventions have influenced the design of my artwork for a particular audience?</p>

		exploring media artworks that provide different ideas and concepts based on points of view and institutional practice, including viewing and experimenting with the depiction of cultural groups and social values in Australian film and television
	<a href="#">Plan, structure and design media artworks that engage audiences (ACAMAM069)</a>	<p>selecting footage that has been captured on a camera, editing the footage into a sequence and applying a soundtrack that matches the edited sequence's pace, rhythm and style</p> <p>manipulating sound and camera angles to create mood and setting</p> <p>Considering viewpoints – forms and elements: For example – What elements define a genre? How can I create mood and setting through images/sound/framing?</p> <p>applying image manipulation software to manipulate contrast, correct colour and add filters or text to an image to enhance the mood or strengthen a point of view</p> <p>demonstrating awareness of responsible media practices</p> <p>understanding Aboriginal and Torres Strait Islander cultural protocols for using images of people</p>
Years 9-10	<a href="#">Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes (ACAMAM076)</a>	<p>creating media artworks that reflect a refined understanding of how lenses, exposure and aperture work in photography and applying this knowledge in different lighting conditions</p> <p>creating and editing a soundscape for a specific audience and intention and creating their own Foley tracks to evoke a response in an intended audience</p> <p>refining use of software to create the layout for a magazine and selecting which fonts, colours, titles, photographs and articles are to be used, depending on the magazine's genre, style and audience</p> <p>creating fan remixes of popular video games to introduce the games to new audiences or creating mashups of existing media to comment on issues for different audiences</p> <p>Considering viewpoints – societies and cultures: For example – What social or cultural issue can I represent in my computer game?</p> <p>creating media artworks in a particular genre that intend to meet or manipulate the expectations of an audience.</p>
	<a href="#">Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues (ACAMAM077)</a>	<p>producing media artworks for safe posting on suitable social media sharing sites, taking account of ethical and legal responsibilities</p> <p>Considering viewpoints – critical theories: For example – What are the social and ethical implications of a viral marketing campaign?</p> <p>investigating the production context of a media artwork and producing the work within a specified budget and timeline</p> <p>organising and curating a school media arts festival or exhibition</p>



# Visual Arts

YEAR LEVEL	CONTENT DESCRIPTIONS	ELABORATIONS
Foundation – Year 2	<a href="#">Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)</a>	<p>travelling different options for designing representation by looking at artworks about a theme or subject matter, such as a ‘circus’, and make their own interpretation based on their ideas, experiences, observations and/or imagination</p> <p>observing and recording the shapes, colours and textures of people, objects and concepts they experience in their daily lives, for example, drawing faces, insects, plants, food</p> <p>Considering viewpoints – forms and elements: For example – What colours were used? What is it made of? How is the colour used, and why is it used in this way?</p> <p>practising drawing images and making objects related to self, others and personal environments in different forms, for example, painting, sculpture, photography</p> <p>identifying and using visual conventions in their artworks after investigating different art, craft and design styles from other cultures and times, for example, Expressionism, Fauvism, Aboriginal and Torres Strait Islander Peoples, and Asia</p>
	<a href="#">Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)</a>	<p>exploring a range of natural and man-made materials and technologies to visually express their experiences, for example, paint, pencils, ink, sand, photography and graphically</p> <p>comparing the qualities and properties of materials such as paint, crayons, clay and found objects and select appropriate applications to represent something or someone they like</p> <p>using techniques to demonstrate various compositional effects, for example, overlapping or crosshatching</p> <p>following technical processes and safe practices to make artworks, for example, drawing onto Styrofoam to print on paper</p>
	<a href="#">Create and display artworks to communicate ideas to an audience (ACAVAM108)</a>	<p>sharing ideas with their classmates about the representational choices they made in their artwork</p> <p>talking about ideas such as themes when displaying artworks, for example, at the local gallery or in their classroom</p> <p>Considering viewpoints – meanings and interpretations: For example – What did this artwork or design make you think about and why? What figures/shapes can you see in the artwork? How has the artist treated the figures/shapes to convey their idea or meaning?</p> <p>making a decision about how to display their artwork to share their ideas</p>

<p>Years 3-4</p>	<p><a href="#">Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)</a></p>	<p>researching artworks of different styles and artists from different times and cultures to inspire their own representations in forms such as printmaking and drawing, and styles such as realistic or expressive</p> <p>Considering viewpoints – meanings and interpretations: For example – What is this painting telling us about the past? How does the artwork use visual conventions to convey meaning? How did the artist work within a space, and at this time? How and why did they innovate their practice?</p> <p>exploring ways to represent their ideas using visual conventions from different historical, social or cultural contexts</p> <p>experimenting with visual conventions to create particular visual effects in representations</p> <p>identifying and explaining choices in art making, including forms, styles and visual conventions in their artworks, and influences of other artists on their artworks</p>
	<p><a href="#">Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)</a></p>	<p>making decisions about how their artwork could be displayed, for example, mounted and framed, in public spaces, on the internet, and in the media</p> <p>Considering viewpoints – materials and technologies: For example – What is the artwork made of? How does the choice of material enhance the audience’s understanding of the artist’s intention? Can you develop your ideas using different materials?</p> <p>exploring different ways of presenting artworks in different locations, for example, in folios, digitally, in a public space in the school</p> <p>comparing the visual conventions in artworks made for specific purposes, for example, how the artist represents an idea to show the audience a particular viewpoint</p>
<p>Years 5-6</p>	<p><a href="#">Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)</a></p>	<p>selecting and manipulating combinations of materials and techniques</p> <p>exploring cross-media effects and characteristics of representation when making artworks inspired by observation or imagination, for example, Aboriginal and Torres Strait Islander art from the local community, graffiti art, graphic design, or manga art</p> <p>Considering viewpoints – materials and technologies: What is the artwork made of? How does the choice of material enhance the audience’s understanding of the artist’s intention? What made you want to touch this sculpture?</p> <p>trailing different ways to represent views, beliefs or opinions in their artworks in response to exploration of how artists communicate their views, beliefs and opinions through art</p>

		making aesthetic choices about representation and being able to explain their choices describing the visual conventions and processes
	<a href="#">Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)</a>	<p>identifying reasons for the range of audience interpretations of the same artwork, for example, Considering viewpoints or the conceptual approach of the artwork</p> <p>Considering viewpoints – histories: For example – What did the artist want the audience to see and understand? recognising and evaluating how culture, gender, age, time and place, among other factors, impact on how an audience reads an artwork, for example, comparing the response of different age groups</p> <p>Considering viewpoints – societies and cultures: For example – What clues in the artwork tell us where it was made, who made it, and why? What artworks are you familiar with? Which style of artwork represents your community? How would you represent your neighbourhood?</p> <p>reflecting critically on how effectively their ideas or feelings have been expressed in their own artworks, and that of others</p> <p>Considering viewpoints – skills, techniques and processes: For example – How did the artist work within a space, and at this time? How have they innovated their practice? presenting their artworks using internet-based technologies, including social media</p>
Years 7-8	<a href="#">Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118)</a>	<p>combining and adapting materials, techniques, technologies and art making processes, reflecting upon techniques used by artists including Aboriginal and Torres Strait Islander artists</p> <p>investigating how different combinations of techniques can represent a theme, concept or idea, for example, applying paint with different tools to create different textures</p> <p>Considering viewpoints – psychology: For example – Why and how does an artwork make you feel emotional? Can you apply a similar technique to your artwork?</p> <p>observing how artists select and apply different visual arts techniques to represent themes, concepts and ideas and considering how they could use these in their own art making</p> <p>combining, adapting and manipulating images and objects from several sources</p> <p>Considering viewpoints – forms: For example – Why did the artist choose this style of representation? What other forms and styles suit this message?</p>
Years 9-10	<a href="#">Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists,</a>	developing representations by combining and adapting materials, techniques, technologies and art making processes

	<p><a href="#">including Aboriginal and Torres Strait Islander artists (ACAVAM125)</a></p>	<p>exploring and applying ideas inspired by the style of other artists in their own artworks</p> <p>exploring and reflecting on the connections between their own artworks and artworks from different contexts, including Aboriginal and Torres Strait Islander artworks, for example, maintaining a reflective journal of their developing artwork</p> <p>experimenting with digital and virtual technologies in their artworks to enhance intended meaning</p> <p>Considering viewpoints – societies and cultures: For example – Can you understand and explain why the artist has developed their representation in this way? How can you represent homelessness in a way that is globally recognised?</p> <p>conceptualising how visual conventions can represent ideas in their artwork</p>
	<p><a href="#">Plan and design artworks that represent artistic intention (ACAVAM128)</a></p>	<p>analysing and documenting the practices of selected visual artists and designers, including their use of materials, technologies, techniques and processes, when developing their art and design intentions for representation</p> <p>developing an individual focus for a series of artworks based on a given theme, concept or subject matter</p> <p>Considering viewpoints – forms: For example – If it was made from different material or be produced in a different form, would the meaning of the artwork change?</p> <p>applying their understanding of traditional art, craft and design practices to plan the use of materials, technologies and processes in a contemporary context</p> <p>being imaginative when applying a personal aesthetic, for example, when planning to manipulate and/or appropriate images, objects and spaces into new contexts and meanings</p>

# Music

YEAR LEVEL	CONTENT DESCRIPTIONS	ELABORATIONS
Foundation Years 1-2	<a href="#">Create compositions and perform music to communicate ideas to an audience (ACAMUM082)</a>	<p>choosing and combining sounds to create compositions, for example, combining pitch and rhythm patterns</p> <p>Considering viewpoints – forms and elements: For example – What sounds or musical phrases are in my composition? What instruments were used in the music and how was their sound different? How was their sound made?</p> <p>improvising patterns of body movement, such as clapping or stamping, and creating accompaniments to familiar music</p> <p>improvising with voices and sound sources to express actions, thoughts and feelings</p> <p>recording music using notation and technologies so others can read the notation and listen to the recording</p> <p>creating and improvising music using technologies</p>
Years 3-4	<a href="#">Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (ACAMUM085)</a>	<p>practising singing and playing a range of music from different cultures, including various cultures within their local community</p> <p>Considering viewpoints – meanings and interpretations: For example – Why was this music written?</p> <p>rehearsing and performing music in unison and with accompaniment patterns</p> <p>experimenting with ways of singing and playing expressively, such as learning and practising a song with different dynamics and tempo</p> <p>practising reading traditional and invented notation in music as they rehearse and perform</p> <p>rehearsing and performing music using a range of technologies</p>
Years 5-6	<a href="#">Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090)</a>	<p>improvising and experimenting with combinations of sounds and technologies to create moods and atmospheres</p> <p>organising, developing and refining ideas by experimenting with structure</p> <p>exploring rhythm, pitch and dynamics and expression to create contrast, repetition and balance to develop compositions for performance</p> <p>Considering viewpoints – forms and elements: For example – Which style of music is this? What musical clues helped you to decide?</p> <p>presenting performances using internet-based technologies, including social media</p>

<p>Years 7-8</p>	<p><a href="#">Perform and present a range of music, using techniques and expression appropriate to style (ACAMUM096)</a></p>	<p>using the features and performance practices to interpret a specific musical style</p> <p>performing with correct posture, for example, standing or sitting in a way suitable to the instrument</p> <p>maintaining technical control throughout the performance of a piece of music</p> <p>experimenting with alternative dynamics and expression to enhance performance</p> <p>Considering viewpoints – forms and elements: For example – How have the elements of music and instruments been used in this piece? What composition devices were used in your piece?</p> <p>controlling tone and volume to create a balanced sound in ensemble performance</p>
	<p><a href="#">Perform music applying techniques and expression to interpret the composer's use of elements of music (ACAMUM103)</a></p>	<p>performing music from scores made by themselves and others</p> <p>Considering viewpoints – evaluations: For example – How are these two performances different? Which one was more successful with audiences and why?</p> <p>exploiting musical features of works across a range of styles and contexts in performance</p> <p>recognising the influence of social, cultural and historical developments and incorporating these into their performance</p> <p>using aural skills and reading notation to develop interpretation as they perform known and unknown repertoire in a range of styles</p>

## Drama

YEAR LEVEL	CONTENT DESCRIPTIONS	ELABORATIONS
Foundation Years 1-2	<a href="#">Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029)</a>	<p>presenting scenes in which they apply story structures to set the scene, link action and create an ending, such as a cultural or community story with the assistance of representatives from the community</p> <p>following cues and using voice and movement to link action, ideas and stories in their drama</p> <p>rehearsing and performing sequences of ideas to communicate stories through drama</p> <p>enhancing ideas and stories in their drama by using available software and technologies, for example, using a mobile device to add sound effects to a performance</p> <p>Considering viewpoints – meanings and interpretations: For example – What do you want your audience to think about your drama? What did this drama make you think about? How did you feel when making/watching the drama? evaluations: What did you like best in the drama? Why?</p>
	<a href="#">Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR030)</a>	<p>identifying where they might see and hear drama in their lives and community, for example, sharing experiences of attending drama performances or taking part in drama in their community, and considering how drama sustains and communicates cultural knowledge</p> <p>talking about how voices, movement and space are used in drama they make and see</p> <p>connecting to and sharing drama experiences through available digital access</p> <p>recognising that drama can show that people have different feelings about the world based on their experiences of the environment and other people</p> <p>Considering viewpoints – societies and cultures: For example – Why are these people making drama? Where are they making drama?</p>
Years 3-4	<a href="#">Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons (ACADRR03)</a>	<p>identifying meaning and describing purposes in drama from different social, cultural or historical contexts</p> <p>Considering viewpoints – societies and cultures: For example – What features and ideas in the drama come from other cultures, times and places? How have you used these ideas and features in your own drama? Why do you think people from all different cultures make and respond to drama?</p> <p>comparing the expectations and requirements of performers and audience in different cultural settings and applying learning in their own performances</p>

		<p>examining drama in their community and comparing it to other drama of different people, times and cultures</p> <p>Considering viewpoints – meanings and interpretations: For example – What are the stories and the ideas in the drama you watch and listen to? Which of the characters do you identify with? What relationships and situations do you recognise (or not recognise) in the drama you watch and listen to?</p> <p>writing about and discussing with others the meaning and intended purposes of their own drama using drama terminology</p>
Years 5-6	<p><a href="#">Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRR038)</a></p>	<p>reviewing their own drama, outlining how they used elements of drama and narrative structures and the consequences of collaborative processes</p> <p>identifying and discussing different performance styles and the portrayal of different roles and relationships in the drama</p> <p>talking and writing about drama from other places and times and how it might or does contribute to their own drama, and how cultural understandings shape meanings in drama</p> <p>Considering viewpoints – societies and cultures: For example – What are the traditions, customs and conventions of this drama? How does this drama draw from other cultures, times and places? How have you used drama of other times, places and cultures in your own drama?</p> <p>identifying the features of drama from other contexts, including investigating traditional and contemporary drama from Asia</p> <p>understanding that the drama of Aboriginal and Torres Strait Islander Peoples is unique to the Country and/or Place of a particular group or groups, while also considering the protocols for particular performance styles and traditions such as Aboriginal and Torres Strait Islander customary practices</p>
Years 7-8	<p><a href="#">Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander People (ACADRR046)</a></p>	<p>identifying the social, historical and cultural contexts of the forms and styles represented in their drama</p> <p>locating and exploring specific examples of contemporary Australian, Asian and other world drama</p> <p>describing the role of drama in different cultures and using this information when they plan their own drama</p> <p>Considering viewpoints – contexts: For example – What is the cultural context in which the drama was developed, or in which it is viewed, and what does it signify? How does this drama relate to its social context and that of its makers and audiences? What are the appropriate protocols for viewing Aboriginal and Torres Strait Islander drama and other culturally specific performance? What historical forces and influences are evident in the drama?</p>

		How does this style of drama vary from those seen in other traditions and other parts of the world?
Years 9-10	<p><a href="#">Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts (ACADRR053)</a></p>	<p>evaluating conventions from past forms and styles to consider incorporating into their own drama and contemporary practice</p> <p>identifying and describing the actor–audience relationship in different dramatic contexts, forms and styles</p> <p>linking conventions from different forms and styles with purposes, origins and contexts</p> <p>Considering viewpoints – evaluations: For example – How successful were the actors and director in conveying the playwright’s stated intent? How successfully have the design elements been incorporated into the drama?</p>

## Languages

YEAR LEVEL	CONTENT DESCRIPTIONS	ELABORATIONS
Foundation – Year 2	<p><b>Japanese</b>  <a href="#">Create simple print or digital bilingual texts for the classroom environment, such as captions, labels and wall charts</a>  <a href="#">[Key concepts: meaning, vocabulary, bilingualism; Key processes: creating, matching, selecting] (ACLJAC117)</a></p>	<p>performing simple presentations for the school community that involve both Japanese and English language elements, such as a contribution to an assembly performance for Grandparents’ Day</p> <p>creating bilingual wall charts or picture dictionaries with captions, stickers and simple descriptions in English to explain Japanese words and expressions that have particular cultural meaning</p> <p>writing parallel captions in Japanese and English for a photographic display of a class event such as a sports carnival or pets’ day or about a topic such as caring for the school environment</p> <p>creating sets of word cards in English and Japanese and playing matching games such as Memory or Snap</p>
	<p><a href="#">Understand that language and culture are closely connected</a>  <a href="#">[Key concepts: language, culture, meaning; Key processes: noticing, reflecting, questioning] (ACLJAU126)</a></p>	<p>exploring the meaning of ‘culture’, how it involves visible elements, such as ways of eating or symbols such as flags, and invisible elements, such as how people live, how they think about themselves and others and how they relate to their environment</p> <p>understanding that learning and using Japanese involves becoming familiar with some different ways of communicating, for example, <i>いただきます</i>、<i>ごちそうさま</i>, and also some ways of thinking about things and behaving that may be unfamiliar</p> <p>noticing similarities and differences between classroom interactions in Japanese and English, for example, referring to the teacher using only <i>せんせい</i></p> <p>understanding that culture and cultural behaviours are woven into languages and cannot be separated from them, for example, it is possible to bow without a spoken greeting in Japanese but not to greet without bowing</p>
Years 3-4	<p><b>Japanese</b>  <a href="#">Locate and process specific points of information in familiar types of written, spoken, multimodal and digital texts associated with people, places and objects</a>  <a href="#">[Key concepts: information, research, data; Key processes: locating, collecting, classifying, recognising] (ACLJAC130)</a></p>	<p>finding examples of Japanese language at home or in the community to create a class collection, display or digital database of terms related to recipes, toys, gadgets or menus</p> <p>viewing or listening to a simple community text such as a weather report, recognising key words such as <i>はれ</i>、<i>くもり</i></p> <p>identifying features of seasons and tracking the progress of seasonal weather changes on a map of Japan, for example, reports of <i>さくら</i>、<i>つゆ</i>、<i>こうよう</i></p> <p>gathering information about one another’s home life and activities, for example, by surveys on pets, sports, activities, families, or likes and dislikes, using graphs to display results</p>

		viewing or reading simple print or digital texts such as advertisements, catalogues, menus or packaging to locate key points of information in relation to elements such as product, number, price, target audience or capacity for recycling
Years 5-6	<p><b>Korean</b>  <a href="#">Describe people, places, objects and everyday routines relating to school and home environments; express feelings and share interests and preferences</a>  <a href="#">[Key concepts: routine, interests, leisure; Key processes: describing, corresponding, interacting] (ACLKOC153)</a></p>	<p>exchanging experiences of everyday life and leisure activities using –해요/했어요 as a chunk, for example, 오늘 한국어를 공부해요 / 어제 영어를 공부했어요</p> <p>sharing experiences and feelings such as weekend activities and likes/dislikes using 나/저도 ...-어/아요 and 나/저도 ...-었/았어요 as set phrases, for example, 나/저도 좋아요/좋았어요, 나/저도 한국어를 공부해요/공부했어요</p> <p>interacting via different modes of communication including class blogs or wikis to exchange personal information and to express opinions, for example, ... 어때요/어땠어요?</p> <p>recounting experiences with family and friends in speaking and writing, for example, in conversations, diaries or blogs (토요일에 저는 친구하고 쇼핑했어요.제니하고 웨스트필드에 갔어요 ...)</p>
	<p><a href="#">Listen to, view and read texts for specific information drawn from a range of sources relating to social and cultural worlds in different times, places and communities, and to different learning areas</a>  <a href="#">[Key concepts: lifestyle, event, environment; Key processes: collating, comparing, tabulating] (ACLKOC156)</a></p>	<p>identifying information in texts such as advertisements, conversations, brochures and announcements, and sharing this information with others in another format, for example, presenting a chart of favourite television programs or computer games</p> <p>reading texts and extracting key points about an issue or topic (such as weather, types of activities for young people, daily routines), and sharing information with peers, for example, 날씨가 어때요? 비가 와요; 언제 만나요? 내일 두 시에 만나요</p> <p>reading, viewing and listening to texts to collect information about concepts related to other learning areas such as the arts, humanities and science</p> <p>identifying and comparing perspectives represented in spoken and written informative texts, for example, 누가 썼어요/말했어요? ...이/가 맞는 것 같아요? 왜 맞아요?</p>
	<p><b>Italian</b>  <a href="#">Take action, make shared decisions and organise shared experiences</a>  <a href="#">[Key concepts: environment, plan; Key processes: participating, reflecting] (ACLITC040)</a></p>	<p>participating in taking action in relation to care of the environment, or class rules and routines, for example, Butta la carta nel contenitore giallo. Aiuta i bambini della prima ad attraversare la strada. Voi due, create il poster</p> <p>discussing projects as a whole class, for example, Cosa possiamo riciclare? Come possiamo diminuire l'inquinamento intorno alla scuola? Come possiamo rendere più sicura la strada da casa a scuola?</p>
	<p><a href="#">Listen to, view and read texts and gather information from a range of sources,</a></p>	surveying classmates on specific topics and presenting the findings using tables, concept maps, graphs and digital

	<p><a href="#">including concepts drawn from other learning areas</a>  <a href="#">[Key concepts: lifestyle, leisure, health/wellbeing; Key processes: selecting, researching, comparing, synthesising] (ACLITCO43)</a></p>	<p>presentations, making comparisons with children’s lifestyles in Italy, for example, Chi? Dove? Quando? Perché? Che cosa?</p> <p>gathering information by interpreting a range of texts, including signs, instructions, directions and diagrams, and then participating in class discussions on this information or presenting information independently in a variety of forms, for example, using a flowchart to explain the life cycle of a butterfly, or reporting (Metà della classe ... La maggior parte ... Pochi .... Tanti .... Alcuni ... quasi tutti ...)</p> <p>researching topics such as leisure, recycling, the water cycle, the solar system, or geographical features of Italy, in a range of sources, including magazine articles, books and websites, and ordering and sharing the information in print or digital format</p> <p>reordering information, for example, using tables or concept maps and retrieval charts</p> <p>viewing documentaries about Australian/Italian cities or the natural environment to complete a list of facts or to collect information to discuss and compare with peers</p>
	<p><b>French</b>  <a href="#">Participate in guided tasks such as organising displays, developing projects or budgeting for events</a>  <a href="#">[Key concepts: task, collaboration, budget; Key processes: planning, organising, budgeting] (ACLFC038)</a></p>	<p>designing and completing collaborative projects such as building a model of the place du marché in a French village or designing an environmentally friendly cour de récréation, and composing spoken, written or digital instructions and specifications, using, for example, devant, à côté de, 500 mètres, trois étages</p> <p>planning and organising activities such as outings or performances, using expressions related to place, time and numbers, for example, quelle date? où? quand? à quelle heure? combien de...?</p> <p>budgeting for virtual shopping expeditions, consulting online catalogues and websites, comparing prices and values, and discussing intended purchases, for example, je vais acheter..., j’espère trouver...qu’est-ce que tu cherches?</p> <p>creating displays, presentations or performances for family, friends or school community to showcase their progress in learning and using French</p> <p>allocating roles and organising class or school activities such as an appeal or fundraiser, creating timelines, schedules or programs</p>
	<p><a href="#">Gather and compare information from a range of sources relating to social and cultural worlds</a>  <a href="#">[Key concepts; environment, communication, social behaviours; Key processes: researching, reading, listening, collating, evaluating] (ACLFC040)</a></p>	<p>extracting points of information from sources such as websites, books and magazines on social and environmental issues such as le recyclage or la conservation de l’eau, and recording key phrases and vocabulary for use in group projects</p> <p>conducting surveys with peers and family members to report on social behaviours such as preferred modes of communication, for example, le téléphone, le courriel, les conversations face à face, les textos</p>

		<p>drawing from a range of informative texts such as videos, books and websites to collect and compare information on topics such as family life, housing or schooling in different cultural contexts, for example, la campagne, les villes, les appartements</p> <p>viewing subtitled video clips on different francophone communities, commenting on key facts and features, and recording new vocabulary and expressions for use in shared texts</p> <p>working with simple informative texts such as advertisements, video clips or features in teen magazines to share impressions of the lifestyles of young French speakers in different contexts</p>
	<p><a href="#">Reflect on how ways of using language are shaped by communities' ways of thinking and behaving and may be differently interpreted by others</a> [Key concepts: cultures, norms, perspectives; Key processes: reflecting, observing, comparing] (ACLFRF054)</p>	<p>reflecting on how different languages and cultures represented in the classroom influence ways of talking about and relating to social and physical environments, for example, Aboriginal and Torres Strait Islander traditions in relation to place, language and culture</p> <p>identifying elements of Australian-English vocabulary, expressions and behaviours, discussing how they might be explained to people from different language backgrounds, for example, 'the bush', 'fair go', 'she'll be right'</p> <p>comparing responses and reactions to the experience of learning the French language and culture, examining whether initial attitudes or understandings have changed</p>
Years 5-6	<p><b>Japanese</b> <a href="#">Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions</a> [Key concepts: content, profile, audience, format; Key processes: presenting, profiling, referencing] (ACLJAC149)</p>	<p>organising and presenting information relating to aspects of Japanese culture, for example, fashion, famous landmarks/icons or festivals, using supporting resources such as sound, visuals or graphics, and providing a structured summary, for example, ふじさん です。高い です。そして、ゆうめい です。かざん です。おさっぽろ です。さっぽろ は とても さむい です。ゆき が ふります。ふゆ に ゆきまつりが あります。</p> <p>creating a profile in digital format of a context, situation or event for a specified audience, such as a virtual tour of the school or classroom for an intending exchange student group or sister school</p> <p>creating a class book or digital display about topics that connect with other curriculum areas and are relevant to their own lives, such as sports, environmental sustainability, transport or health</p>
Years 7-8	<p><b>Korean</b> <a href="#">Create texts in Korean and English on same themes or events in different modes such as digital photo stories, short video clips or cartoons, and provide subtitles, captions or commentaries in either language to help meaning</a> [Key concepts: equivalence, culture; Key processes: identifying, explaining, designing] (CLKOC180)</p>	<p>creating subtitles, captions or commentaries for texts such as brochures, slide show presentations or video clips that inform the school community of aspects of Korean culture (such as dining at a Korean home, shopping at a market, attending a ceremony, giving a gift)</p> <p>producing texts in Korean and English on community events such as posters or advertisements in print or multimedia format, for example, to promote a concert or an interview with a celebrity for a teen radio station</p>

		<p>creating texts such as songs or dialogues in multimedia format in either Korean or English with subtitles displayed in the language (for example, English) which is not the language used as the medium (for example, Korean)</p>
	<p><a href="#">Explore the power and influence of language in local and global contexts</a> [Key concepts: social power, context; Key processes: analysing, explaining, recounting, reflecting] (ACLKOU189)</p>	<p>investigating examples of the social power of language, drawing on other learning areas such as the humanities, other languages and the arts</p> <p>reflecting on and sharing experiences where language has played a vital role in their daily life, such as improving or maintaining social relationships (for example, giving praise, persuading)</p> <p>recognising the importance of a writing system suitable for its oral language in transmitting culture within its community and across time</p>
	<p><b>Italian</b> <a href="#">Convey ideas and opinions by creating spoken, written and multimodal texts</a> [Key concepts: youth issues, representation; Key processes: informing, persuading, responding] (ACLITC063)</p>	<p>creating spoken, written and multimodal texts to inform others about local places, events, activities, recommended places to visit and activities to do with family and friends, for example, Vi consigliamo di visitare ... Vi invitiamo a fare il giro della città</p> <p>designing persuasive texts such as posters and brochures (for example, to advocate for sustainable water use for example, La doccia non deve durare più di tre minuti), or creating a report on the best games or apps to buy</p> <p>experimenting with language appropriate to particular text types, such as descriptive language in short magazine articles, or emotive language in diary and journal entries, for example, Il concerto è stato un gran successo. Caro diario, che bella giornata! Oggi non ho voglia di andare a scuola. Il documentario parla di ... tratta il tema di/si tratta di ...</p>
	<p><b>French</b> <a href="#">Participate in a range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating</a> [Key concepts: friendship, respect, communication; Key processes: responding, expressing, connecting] (ACLFRC055)</p>	<p>using the appropriate register when exchanging greetings, introductions, apologies or health enquiries, for example, Salut mon pote! Ça roule? Bonjour, Mademoiselle Charpent, comment allez-vous? Enchanté! Je m'excuse, Monsieur, vous vous appelez comment? Ciao, Pierre, à tout de suite!</p> <p>using descriptive and expressive language to talk about aspects of school, home and social life, for example, Ma sœur m'ennuie parce que...; c'est bien/dûr d'être ado car...; ce que je déteste/j'adore, c'est la musique/l'informatique /les maths; s'il faut redoubler...!</p> <p>communicating in face-to-face or online discussion and debate with peers and French-speaking contacts about social and environmental issues, such as l'influence de la musique, l'environnement digital or le recyclage, referencing community attitudes and changing practices</p> <p>composing formal and informal versions of invitations and/or replies to invitations, taking account of the context and the relationship with the recipient of the text</p>
	<p><b>Japanese</b> <a href="#">Access, summarise and reorganise information obtained from a range of texts on a variety of topics, and present it in different formats</a></p>	<p>gathering, classifying and summarising information from class surveys, realia, notices, timetables and announcements, and presenting findings in formats such as digital presentations, posters, wall charts or oral summaries</p>

	<p><a href="#">[Key concepts: research, data, media; Key processes: researching, collating, designing, presenting]</a> <a href="#">(ACLJAC166)</a></p>	<p>identifying key details, expressions and information in authentic or modified texts, for example, signs, weather reports, print advertisements, menus, packaging, brochures or websites, and using the information to create their own texts for specific purposes and audiences</p> <p>listening for key points of information and cultural references in short spoken or recorded texts such as phone messages, announcements or weather reports, and transposing them to note form for their own reference or to communicate to others</p> <p>collating information from sources such as magazine articles, recorded interviews or website postings about high-profile individuals or events to edit and represent in timelines or profiles on a shared database</p> <p>drawing on content, language, images and presentation formats from a range of Japanese media resources to design posters or leaflets on topics such as environmental sustainability or youth-related issues</p>
	<p><b>ABTSI Languages</b> <a href="#">Discuss topics of interest to immediate and wider community, explaining, comparing, summarising and justifying points of view and responding to different perspectives.</a> <a href="#">[Key concepts: ways of talking, community issues, social, environmental, educational issues, aspiration, perspective; Key processes: comparing, explaining, discussing, summarising, justifying]</a> <a href="#">(ACLFWC045)</a></p>	<p>discussing their ways of interacting in a range of contexts and situations that involve different ways of talking, for example, using deferential speech styles with respected kin or authority figures and in relationships involving status, and more informal styles with friends and close family members</p> <p>comparing personal reflections on shared experiences, such as visiting a metropolitan centre, a school excursion or a camp, noticing differences in their responses and perspectives</p> <p>discussing community news items and events, such as local sport or celebrations, comings and goings of individuals and families, actions of community leaders, new infrastructure or extreme weather events, identifying facts from opinions and gossip and rumours from real events</p> <p>discussing future learning and career pathways, comparing their aspirations and discussing and evaluating options drawing on personal and community knowledge to participate in debates and discussions on social, environmental or educational issues that impact on their region/community, for example, effects of mining, farming, grazing or commercial fishing or tourism on community life, problems related to feral animals, endangered animals, introduced species, water quality, adequate infrastructure, public amenities, and health care, explaining and justifying points of view, and using strategies such as 'story' to make a point</p> <p>canvassing differing opinions and perspectives on particular issues, for example, the challenge to traditional authority and transmission of knowledge posed by the technologies of literacy, the use of social media, the role of land councils in looking after Country/Place compared with traditional land and sea/water management practices, summarising arguments for or against particular points of view</p>

		<p>critically analysing and discussing coverage in a range of news media of issues relating to Aboriginal and Torres Strait Islander communities</p> <p>identifying and evaluating policies, actions and events that they believe contribute to the well-being of their community and other Aboriginal or Torres Strait Islander communities, explaining and discussing their findings</p>
	<p><a href="#">Plan, participate in and evaluate events and activities that involve taking shared action, negotiating and problem-solving and that draw upon personal and community knowledge</a> [Key concepts: event, managing different perspectives; Key processes: organising, persuading, deciding, negotiating] (ACLFWC046)</p>	<p>discussing plans for community initiatives, taking account of different participants' roles and relationships, and deciding on appropriate and effective ways of communicating with the people involved</p> <p>designing a campaign or developing a persuasive audio-visual text to promote awareness and invite action on an educational, community, social, environmental or health issue, such as the importance of learning the language at school or the benefits of being bilingual/multilingual</p> <p>negotiating and planning a familiar and routine event, such as an excursion, celebration or social media forum</p> <p>negotiating arrangements and solving problems that arise during collaborative learning tasks, weighing up alternatives, negotiating and managing different opinions and perspectives and reaching shared decisions</p> <p>participating in a simulated job interview as either the employer or prospective employee</p> <p>working with Elders to make their own hunting and gathering tools, for example, fishing nets, spears, digging sticks, baskets, and explaining special ways of cooking, cutting and sharing traditional foods, performing hunting activities in ways that are appropriate to local cultural traditions, including the use of signs and gestures</p> <p>considering options and reaching shared decisions when planning performances or presentations to showcase their language and cultural Law learning</p> <p>collaboratively planning and presenting a short documentary, for example, on an aspect of community life, a community, an environmental or ethical issue, a good news story or a community or school achievement</p>
	<p><a href="#">Investigate, analyse and synthesise information obtained from a range of sources on topics and issues related to their Country/Place and community</a> [Key concepts: change, social and environmental issues, community initiatives/ projects, health and well-being; Key processes: researching, investigating, interviewing, comparing, summarising] (ACLFWC048)</p>	<p>researching social and community issues from the past, evaluating and summarising information on selected issues, comparing them to issues that impact on present times and presenting findings, for example, writing a report, giving a presentation</p> <p>investigating how practices have changed over time, for example, those associated with trading, how things such as ochre, sea shells and pituri were traded traditionally; travelling outside one's country to trade; transitions from nomadic life to community settlements; changing land and sea management practices, such as the use of fire or waste disposal</p> <p>interviewing key individuals and listening to local history stories about, for example, the coming of the Europeans,</p>

	<p>land rights, stolen generations, summarising findings in note form</p> <p>explaining how language and culture help to promote sustainable care of the environment</p> <p>investigating and explaining land and sea management practices for different times of the year, for example, burning time, waterhole maintenance, sea grass watch, turtle tagging, comparing these practices to western practices</p> <p>investigating reasons for recent changes in elements of local ecologies</p> <p>identifying, explaining, and evaluating practices adopted to support the protection and reintroduction of endangered species</p> <p>developing a photographic record/portfolio of different animal and plant species with commentary/annotations to explain different parts and features, documenting and explaining the influence of seasonal changes and different uses</p> <p>seeking information from Elders to assist in classifying living things according to Indigenous taxonomy systems, comparing these systems with those used in western approaches to the study of living systems</p> <p>reflecting upon different ways that Indigenous and non-Indigenous people view land ownership and management, and on how such differences are reflected and realised in daily and seasonal practices, for example, firestick farming vs mechanised ploughing</p> <p>working with rangers to record the GPS locations of places</p> <p>giving a presentation of Country/Place by describing places and explaining how to get to various locations using directional and locational terms</p> <p>reading and viewing local media reports and interviewing community members to gather information about current or proposed community initiatives and projects, evaluating pros and cons and likely impacts on community and environment; for example, new roads through to mine sites, community internet access, the construction of a swimming pool, new buildings, arts productions that involve marketing and royalties</p> <p>researching social or environmental matters such as Indigenous Protected Areas, feral or endangered animals, using commentaries and information generated through community or media debates to construct and justify a personal position</p> <p>gathering and presenting information about the nature of community roles and responsibilities, for example, by describing who has the rights for getting food from different places</p>
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	<p><a href="#">Engage in activities that involve collaboration, planning, organising, promoting and taking action</a> [Key concepts: event, experience; Key processes: planning, organising, negotiating] (ACLFWC175)</p>	<p>participating in planning and making arrangements, using language related to place and activity, for example, organising class events, such as holding a lunch, party or performance</p> <p>creating displays, presentations or performances for family, friends or the school community to showcase progress in learning and using the language</p> <p>giving and following instructions, using hand signs as appropriate, for example, explaining how to cook bush tucker or to make artefacts</p> <p>planning and participating in learning experiences that combine linguistic and cultural elements, such as an</p>

		<p>excursion to an art exhibition or performance, sharing responses and reactions</p> <p>designing posters, displays and digital presentations to draw attention to issues relevant to the Country/Place, such as reinstating names of places and features, protection of significant trees and landmarks, endangered wildlife, erosion, urban development, the importance of learning the language of Country/Place at school</p> <p>promoting events in the local community, such as festivals, sporting, music and cultural events that support/promote well-being and community development</p> <p>promoting Reconciliation in community by showcasing local language learning and language revival activities</p>
Years 7-8	<p><b>Modern Greek</b>  <a href="#">Understand how language use reflects cultural ideas, assumptions and perspectives, and reflect on how what is considered acceptable in communication varies across cultures</a>  <a href="#">[Key concepts: attitudes, norms, sameness and difference; Key processes: analysing, interpreting, reflecting]</a>  <a href="#">(ACLMGU170)</a></p>	<p>discussing ways of communicating across cultures, the significance of cultural concepts and how social conventions are reflected in language use, for example, Γεια μας!, Να'σαι καλά, Σιδερένιος, Να ζήσετε, Πάντα άξιος, considering assumptions and perspectives</p> <p>analysing the meaning and use of proverbs, idioms and sayings, for example, Δείξε μου τον φίλο σου να σου πω ποιος είσαι, discussing how they reflect culture and traditions</p> <p>reflect on ways cultural ideas embedded in language influence places occupied by Greek diaspora and the sustainability of those places</p>
Years 9-10	<p><b>Indonesian</b>  <a href="#">Investigate, synthesise and evaluate information from a range of perspectives in relation to topical issues and concepts from a range of learning areas</a>  <a href="#">[Key concepts: representation, bias; Key processes: synthesising, evaluating]</a>  <a href="#">(ACLINC072)</a></p>	<p>comparing and evaluating a range of perspectives on topics such as sport, health, music and religion, and considering why people may hold different perspectives</p> <p>obtaining information in order to debate issues of interest such as the environment, expectations of teenagers, and the generation gap, and cultural practices such as marriage or rites of passage, using persuasive or evaluative language, for example, Saya percaya..., Ini pasti berguna bagi..., mau tidak mau...</p> <p>investigating aspects of Indonesian culture to choose a particular course of action, for example, determining a suitable placement for an Indonesian exchange student, a suitable menu for a group of Indonesian visitors, or an appropriate time of year to visit Indonesia</p> <p>distinguishing between fact and opinion in texts such as articles and reports, and using critical literacy skills to recognise bias, for example, identifying the author, audience and purpose of the text</p> <p>researching a concept or issue, including those drawn from other learning areas such as art, history, science, geography or health</p> <p>identifying and evaluating ways in which values shape content and language in texts such as announcements, surveys, interviews, documentaries, recipes, advertisements, web pages or magazines</p>

		<p>listening to, viewing and reading texts such as interviews, documentaries and speeches to obtain and synthesise information and use it in new forms, for example, creating a profile of a famous person from an interview</p>
	<p><a href="#">Construct and present a range of texts (such as presentations, reports and reviews) related to social issues and topics of interest</a>  <a href="#">[Key concepts: society, environment, media;</a>  <a href="#">Key processes: constructing, persuading]</a>  <a href="#">(ACLINC073)</a></p>	<p>creating informative texts such as posters, brochures and web pages, for example, a brochure promoting a holiday destination, a poster for a doctor’s surgery encouraging healthy eating, a web page reviewing new music releases</p> <p>giving presentations presenting different perspectives on an issue, for example, discussing mainstream medical treatments and alternatives such as jamu</p> <p>presenting information on topics such as part-time work, balancing study and leisure, or recycling to conserve resources, explaining and justifying opinions using for example, alasannya begini, ternyata, tidak dapat disangkal, mau tak mau, sehingga, setidaknya-tidaknnya, jangan-jangan, oleh karena itu</p> <p>writing persuasive texts such as blogs, tweets and posts to persuade or convince others, for example, kita semua tahu, kalian tentu setuju, misalnya, keadaannya buruk sekali, bukan?</p>
	<p><b>Korean</b>  Construct and present texts in different formats for different audiences, taking into account own perspectives and intended purpose  [Key concepts: society, environment, media; Key processes: constructing, persuading, interconnecting, using computer-mediated communication tools  (ACLKOC195)]</p>	<p>producing texts for different types of audience (for example, classmates, parents, peers on social-networking websites, possible future employers) and for different purposes and in different contexts (for example, school, community, social clubs, part-time jobs) to convey own ideas and interpretation of particular texts, using oral, print, multimodal and digital media such as blogs, letters, instructions, articles, podcasts and speeches</p> <p>creating informative texts such as posters, brochures and web pages, for example, a brochure promoting a holiday destination, a poster for a doctor’s surgery encouraging healthy eating, a web page reviewing new music releases</p> <p>writing persuasive texts such as blogs, tweets and posts to persuade or convince others, for example, on global warming (지구온난화), attending to the audience and context, for example, 우리 모두 생각해 봅시다. 지구온난화를 막지 못하면 지구가 죽습니다. 북극과 남극의 빙하가 녹고, 자연이 파괴됩니다. 그러므로 ... 우리가 먼저 지구 온난화를 막아야 합니다 ...</p> <p>combining modes of presentation such as displays, videos or music to explore social and cultural themes, for example, 다문화사회</p>
	<p><b>French</b>  <a href="#">Engage in shared activities such as planning and managing events, exchanging resources and information</a>  <a href="#">[Key concepts: communication, collaboration, information exchange; Key</a></p>	<p>using online and digital forms of communication such as email, chat forums and community websites to plan shared events or activities, for example, intercultural components of the fête de la musique, or a cahier/guide de recommandations for language learners</p> <p>planning a demonstration or performance for family and friends to showcase what they know and can do in French,</p>

	<p><a href="#">processes: calculating, predicting, planning]</a> <a href="#">(ACLFRC074)</a></p>	<p>incorporating factual, fictional and expressive elements and some interpretation and explanation of linguistic and cultural features of French language use</p> <p>organising real or simulated forums, protests or rallies to raise awareness of environmental, social or ethical issues, for example, les droits des animaux, le développement durable, les préjugés</p> <p>creating a collaborative communications project such as a daily news segment for a community television or radio station, building information discourse and using appropriate terms to introduce, identify and summarise, for example, en direct de... notre envoyé spécial... l'enquête de... les titres/en tête/à la une de cette édition...</p> <p>transacting for goods and services, considering concepts such as value, availability, competition and ethics</p>
	<p><a href="#">Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes</a> <a href="#">[Key concepts: content, audience, mode; Key processes: selecting, designing, aligning] (ACLFRC077)</a></p>	<p>creating different elements for a general information evening for peers and parents on topics such as les échanges culturelles, le tabagisme or les jeunes et la lecture/les médias sociaux, combining formats such as displays, posters, performances and printed material</p> <p>creating a web page to provide information for young job seekers in different regional and cultural contexts (for example, les stations de ski, au pair à la ferme, le travail saisonnier), using formats such as databases, charts, maps and video clips</p> <p>designing texts pitched to specific age or interest groups, making and explaining choices in relation to vocabulary, structure, and visual and cultural elements, (for example, fashion advice for teens, tips for healthier living, local information for new migrants)</p> <p>summarising and presenting information relating to topics or themes studied in other curriculum areas, using different modes of presentation to cater for different learning styles, for example, charts, diagrams, recorded spoken commentary or demonstration to explain eco-systems or recycling</p> <p>referencing cultural trends in contemporary France and other francophone communities, for example by presenting and commenting on community texts associated with cultural activities related to les fêtes religieuses or les fêtes civiles (Hanoucca, la Messe de Minuit, les Fêtes du Mawlid, le 1er mai)</p>
	<p><b>Japanese</b> <a href="#">Engage in discussions and comparisons of young people's interests, activities and lifestyles</a> <a href="#">[Key concepts: perspectives, relationships, youth culture, social practices; Key processes: discussing, describing, reciprocating] (ACLJAC181)</a></p>	<p>engaging in face-to-face or online discussions with Japanese-speaking peers using descriptive and expressive language to describe significant events, special occasions or milestones in their lives, such as スクール・フォーマルでおどったり、写真しゃしんをとったりします。ですから、たくさん人が来るでしょう</p> <p>exchanging ideas with peers or online Japanese-speaking contacts, presenting and expressing personal views on contemporary issues such as environmental sustainability, education or youth culture, considering the relationship</p>

		<p>between culture and context, for example, 日本のリサイクルはかなりきびしいです。けれども、かんきょうにいいと思おもいます。J-pop と K-pop はオーストラリアで人気にんきがあります。</p> <p>initiating and sustaining conversation by using appropriate あいづち, inviting contributions or asking for clarification, using culturally appropriate patterns of language and interaction, for example, すみません。あ、それはいいですね。どう思いますか。それは～ですか/ね。</p> <p>discussing their responsibilities at home and at school and comparing with those of young people in Japan, noting the importance of community and collaboration in Japan, for example, in relation to tasks such as cleaning classrooms after school</p>
	<p><a href="#">Present different types of information for specific purposes and contexts using appropriate formats and styles of presentation</a> <a href="#">[Key concepts: social media, promotional material; Key processes: composing, selecting, editing, presenting] (ACLJAC185)</a></p>	<p>creating a personal profile or résumé for a real or imagined part-time job, including basic information such as age, experience, interests and skills, for example, 人と話はなすことが好きです。一年間ねんかん、スーパーではたらきました。しゃしんにきょうみがあります。</p> <p>creating informative or promotional texts such as posters, leaflets or web pages targeted at their own age group, for example, promotional materials for recreational activities, advice on healthy eating or environmental sustainability, reviews of new music releases</p> <p>researching and reporting on community attitudes towards and challenges in relation to issues such as recycling, using presentation techniques such as Venn diagrams, digital displays, flow charts or captioned photographic displays</p> <p>composing individual and group contributions to different forms of social media, such as tweets, memes, blogs, shared websites or student newsletters on issues related to their own social worlds</p>
	<p><b>Arabic</b> <a href="#">Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks, transactions and problem-solving, managing different views and perspectives</a> <a href="#">[Key concepts: roles, perspectives, responsibility; Key processes: commenting, selecting, evaluating (ACLARC172)]</a></p>	<p>planning and negotiating collaboratively in scenarios related to travelling or living in an Arabic-speaking country, such as using transport, eating out or visiting tourist attractions, for example, عندما أصل إلى القاهرة سوف أستأجر سيارة لأصل إلى الفندق؛ أفضل وسيلة مواصلات هي سيارة الأجرة؛ سوف أسافر إلى المناطق الريفية في القطار؛ في لبنان الأطعمة لذيذة لذلك سأذهب إلى مطاعم مختلفة؛ أحب المأكولات العربية الشعبية. سوف أזור جميع المناطق الأثرية في الأردن</p> <p>making complaints and recommendations and seeking solutions, for example, أعترض على طريقة معاملة الزبائن؛ الفندق بحاجة إلى منظفين أكثر؛ الطعام كان بارداً ولم أقدر أن أكله؛ أسعار الثياب غالية جداً</p> <p>organising an event such as a youth meeting through social media to raise awareness of environmental or ethical issues</p> <p>contributing opinions using online and digital forms of communication such as emails, school chat forums and community websites to discuss various social issues such</p>

		<p>as youth employment opportunities or issues related to freedom and equality, for example, أصبح وجود فرص للعمل مستحيلاً؛ إنها كارثة إنسانية؛ إنها عار على مجتمعنا؛ مساواة جميع المواطنين حق إنساني؛ حرية الإنسان في التعبير خط أحمر</p>
	<p><a href="#">Locate, analyse, interpret and evaluate information from online and digital sources on issues of interest to young people, making connections with own experiences and considering various perspectives</a> [Key concepts: representation, perspective, private and public world; Key processes: summarising, interpreting, evaluating, connecting, relating (ACLARC174)]</p>	<p>understanding main ideas and evaluating information from texts such as articles, reports, charts, diagrams and news items, on topics such as environmental sustainability, world sports, and youth culture, for example, السخرية من وضع معين؛ التنديد بفعل معين؛ نزكية فكرة ما من خلال العبارات اللغوية والصور والتنسيق العام للتقرير</p> <p>distinguishing between fact and opinion in texts such as articles and reports in print and digital form, using critical literacy skills to recognise bias by evaluating textual purpose used, for example, التحيز لفكر ما؛ المبالغة؛ إن جميع الشباب متهور؛ هذا جيل غير مسؤول</p> <p>الحيادية تجاه الأفكار المؤيدة والمعارضة: هناك بعض الشباب المتهور؛ إن غالبية الشباب غير مسؤول</p> <p>analysing and interpreting information collected from various sources, including digital or online sources, such as concept maps, charts and tables, by summarising, sequencing and prioritising, considering audience, purpose and context and drawing personal conclusions, for example, من الواضح أن...؛ في الخاتمة...؛ هذا يؤدي إلى...؛ خلاصة الكلام...؛ في النهاية ...</p> <p>using information obtained from a range of sources in order to debate issues of interest, such as the generation gap, teenage issues, immigration or parents' expectations, using persuasive and evaluative language, making connections with own experiences and considering different perspectives, for example, الهوة بين الأهل والأبناء كبيرة وعميقة دون شك؛ يجب على الأهل مساعدة أبنائهم في مرحلة المراهقة؛ أليس كذلك؟ نحن بحاجة إلى تغيير الفكر؛ علينا أن ننظر إلى المسألة بحكمة؛ يجب علينا جميعاً أن ندعم الشباب في إختياراتهم</p>
	<p><a href="#">Construct and present texts in varied styles and formats to convey own and others' perspectives on ideas and information for different contexts, audiences and purposes</a> [Key concepts: audience, purpose, media, perspectives; Key processes: constructing, persuading, comparing, evaluating, connecting (ACLARC175)]</p>	<p>producing texts in oral, written and multimodal formats, such as blogs, print and online articles and oral presentations, to convey own ideas and interpretations of various texts for different contexts, audiences and purposes</p> <p>conveying information relating to community matters in texts such as posters, brochures and web pages, for example, a brochure promoting a holiday destination, a poster for a doctor's surgery encouraging healthy eating, or a web page reviewing a new Arabic film</p> <p>persuading others to express their opinions or think seriously about a particular issue of interest in texts such as blogs, using language expressions such as لنفكر بجدية؛ هل يُعقل أن...؛ لم لا؟ أليس هذا معقولاً؟ هذا خبرٌ في منتهى الغرابة إلا بد وأن نأخذ موقفاً واضحاً؛ علينا جميعاً أن نشارك في هذا الإعتراض؛ هيا نكتب رسالة لصاحب المحطة</p> <p>evaluating and reporting on a contemporary social, ethical or environmental sustainability issue using a range of</p>

		<p>presentation techniques, for example, flow charts, PowerPoint presentations or video clips</p>
	<p><a href="#">Explore how language both shapes and reflects thoughts and world views and encourages action and reaction, and is shaped by community and individual cultural experiences</a> [Key concepts: cultural experience, thought, behaviour; Key processes: discussing, reflecting, expressing opinions (ACLARU187)]</p>	<p>recognising the importance of learning and maintaining Arabic and other languages in order to access the cultural understanding, values, beliefs and mindsets of others</p> <p>reflecting on personal encounters with cultural practices that have impacted on own ways of thinking and reacting and have helped to shape their attitudes to and views of the world around them, and discussing ways to increase intercultural understanding</p> <p>discussing and reflecting on how language use, such as persuasive, motivational or emotive language in texts, and in different forms of media, such as the internet, impacts on social behaviour, actions and reactions</p>
	<p><b>Chinese</b> <a href="#">Evaluate the utility and reliability of sources when accessing information, and use this knowledge to present a point of view for different audiences</a> [Key concepts: bias, authorship; Key processes: conveying, evaluating (ACLCHC248)]</p>	<p>identifying bias in texts, examining the values that influence bias, and discussing how bias differs from opinion and perspective, for example, 什么是偏见？偏见有哪些表现？应该怎样纠正偏见？</p> <p>reading news articles and historical accounts of world events such as natural disasters, Olympic games, celebrations or commemorations of historical significance (such as Anzac Day), and exploring how the author's personal values and experiences influence their reporting on such events</p> <p>recognising key ideas and reading between the lines, for example, identifying irony and sarcasm in texts (你可真是 个气管炎 (妻管严))</p> <p>presenting and discussing own position on issues such as attitudes towards recycling, education in rural communities, and impact of social media on young people</p> <p>debating the pros and cons (for example, 这样做的好处是：... 这样做的弊端是：...) and presenting a balanced and reasoned argument, for example, 综合各方面的意见 · 我们认为...; 根据大家的意见 · 我们想提出以下建议...</p> <p>applying effective strategies in a debate, including the art of rebuttal and developing a team line</p>
	<p><b>ABTSI Languages</b> <a href="#">Discuss topics of interest to immediate and wider community, explaining, comparing, summarising and justifying points of view and responding to different perspectives.</a> [Key concepts: ways of talking, community issues, social, environmental, educational issues, aspiration, perspective; Key processes: comparing, explaining, discussing, summarising, justifying] (ACLFWC045)</p>	<p>discussing their ways of interacting in a range of contexts and situations that involve different ways of talking, for example, using deferential speech styles with respected kin or authority figures and in relationships involving status, and more informal styles with friends and close family members</p> <p>comparing personal reflections on shared experiences, such as visiting a metropolitan centre, a school excursion or a camp, noticing differences in their responses and perspectives</p> <p>discussing community news items and events, such as local sport or celebrations, comings and goings of individuals and families, actions of community leaders,</p>

		<p>new infrastructure or extreme weather events, identifying facts from opinions and gossip and rumours from real events</p> <p>discussing future learning and career pathways, comparing their aspirations and discussing and evaluating options</p> <p>drawing on personal and community knowledge to participate in debates and discussions on social, environmental or educational issues that impact on their region/community, for example, effects of mining, farming, grazing or commercial fishing or tourism on community life, problems related to feral animals, endangered animals, introduced species, water quality, adequate infrastructure, public amenities, and health care, explaining and justifying points of view, and using strategies such as 'story' to make a point</p> <p>canvassing differing opinions and perspectives on particular issues, for example, the challenge to traditional authority and transmission of knowledge posed by the technologies of literacy, the use of social media, the role of land councils in looking after Country/Place compared with traditional land and sea/water management practices, summarising arguments for or against particular points of view</p> <p>critically analysing and discussing coverage in a range of news media of issues relating to Aboriginal and Torres Strait Islander communities</p> <p>identifying and evaluating policies, actions and events that they believe contribute to the well-being of their community and other Aboriginal or Torres Strait Islander communities, explaining and discussing their findings</p>
	<p><a href="#">Plan, participate in and evaluate events and activities that involve taking shared action, negotiating and problem-solving and that draw upon personal and community knowledge</a> [Key concepts: event, managing different perspectives; Key processes: organising, persuading, deciding, negotiating] (ACLFWC046)</p>	<p>discussing plans for community initiatives, taking account of different participants' roles and relationships, and deciding on appropriate and effective ways of communicating with the people involved</p> <p>designing a campaign or developing a persuasive audio-visual text to promote awareness and invite action on an educational, community, social, environmental or health issue, such as the importance of learning the language at school or the benefits of being bilingual/multilingual</p> <p>negotiating and planning a familiar and routine event, such as an excursion, celebration or social media forum</p> <p>negotiating arrangements and solving problems that arise during collaborative learning tasks, weighing up alternatives, negotiating and managing different opinions and perspectives and reaching shared decisions</p> <p>participating in a simulated job interview as either the employer or prospective employee</p> <p>working with Elders to make their own hunting and gathering tools, for example, fishing nets, spears, digging sticks, baskets, and explaining special ways of cooking, cutting and sharing traditional foods, performing hunting</p>

		<p>activities in ways that are appropriate to local cultural traditions, including the use of signs and gestures</p> <p>considering options and reaching shared decisions when planning performances or presentations to showcase their language and cultural Law learning</p> <p>collaboratively planning and presenting a short documentary, for example, on an aspect of community life, a community, an environmental or ethical issue, a good news story or a community or school achievement</p>
	<p><a href="#">Investigate, analyse and synthesise information obtained from a range of sources on topics and issues related to their Country/Place and community</a> [Key concepts: change, social and environmental issues, community initiatives/ projects, health and well-being; Key processes: researching, investigating, interviewing, comparing, summarising] (ACLFWC048)</p>	<p>researching social and community issues from the past, evaluating and summarising information on selected issues, comparing them to issues that impact on present times and presenting findings, for example, writing a report, giving a presentation</p> <p>investigating how practices have changed over time, for example, those associated with trading, how things such as ochre, sea shells and pituri were traded traditionally; travelling outside one's country to trade; transitions from nomadic life to community settlements; changing land and sea management practices, such as the use of fire or waste disposal</p> <p>interviewing key individuals and listening to local history stories about, for example, the coming of the Europeans, land rights, stolen generations, summarising findings in note form</p> <p>explaining how language and culture help to promote sustainable care of the environment</p> <p>investigating and explaining land and sea management practices for different times of the year, for example, burning time, waterhole maintenance, sea grass watch, turtle tagging, comparing these practices to western practices</p> <p>investigating reasons for recent changes in elements of local ecologies</p> <p>identifying, explaining, and evaluating practices adopted to support the protection and reintroduction of endangered species</p> <p>developing a photographic record/portfolio of different animal and plant species with commentary/annotations to explain different parts and features, documenting and explaining the influence of seasonal changes and different uses</p> <p>seeking information from Elders to assist in classifying living things according to Indigenous taxonomy systems, comparing these systems with those used in western approaches to the study of living systems</p> <p>reflecting upon different ways that Indigenous and non-Indigenous people view land ownership and management, and on how such differences are reflected and realised in</p>

		<p>daily and seasonal practices, for example, firestick farming vs mechanised ploughing</p> <p>working with rangers to record the GPS locations of places</p> <p>giving a presentation of Country/Place by describing places and explaining how to get to various locations using directional and locational terms</p> <p>reading and viewing local media reports and interviewing community members to gather information about current or proposed community initiatives and projects, evaluating pros and cons and likely impacts on community and environment; for example, new roads through to mine sites, community internet access, the construction of a swimming pool, new buildings, arts productions that involve marketing and royalties</p> <p>researching social or environmental matters such as Indigenous Protected Areas, feral or endangered animals, using commentaries and information generated through community or media debates to construct and justify a personal position</p> <p>gathering and presenting information about the nature of community roles and responsibilities, for example, by describing who has the rights for getting food from different places</p> <p>researching and presenting biographies of significant identities from their community in oral, written or digital form</p> <p>identifying, describing and evaluating various Aboriginal and Torres Strait Islander organisations that provide services to their community</p> <p>describing and explaining a range of practices relating to food gathering, such as the division and distribution of food from a hunting trip, for example, the awarding and use of different cuts of meat, special ways of cooking, cutting and sharing traditional food</p> <p>investigating community store options in relation to nutritional value, value for money, impact on health and sustainability, making comparisons with traditional options for sourcing food</p> <p>researching, recording and reporting on traditional ways of preventing sickness and staying healthy, including finding and preparing bush medicines under the supervision of Elders</p> <p>describing how bush medicines and traditional healing practices can be used in conjunction with medicines from other cultures, such as Western medicine and different natural therapies</p> <p>researching and presenting findings on different aspects of a selected business operating in the community, for</p>
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	<p><a href="#">Engage in activities that involve collaboration, planning, organising, promoting and taking action</a> [Key concepts: event, experience; Key processes: planning, organising, negotiating] (ACLFWC175)</p>	<p>participating in planning and making arrangements, using language related to place and activity, for example, organising class events, such as holding a lunch, party or performance</p> <p>creating displays, presentations or performances for family, friends or the school community to showcase progress in learning and using the language</p> <p>giving and following instructions, using hand signs as appropriate, for example, explaining how to cook bush tucker or to make artefacts</p> <p>planning and participating in learning</p> <p>experiences that combine linguistic and cultural elements, such as an excursion to an art exhibition or performance, sharing responses and reactions</p> <p>designing posters, displays and digital presentations to draw attention to issues relevant to the Country/Place, such as reinstating names of places and features, protection of significant trees and landmarks, endangered wildlife, erosion, urban development, the importance of learning the language of Country/Place at school</p> <p>promoting events in the local community, such as festivals, sporting, music and cultural events that support/promote well-being and community development</p> <p>promoting Reconciliation in community by showcasing local language learning and language revival activities</p>
	<p><b>Modern Greek</b> <a href="#">Understand that language, culture and communication are interrelated and shaped by each other, and recognise how this impacts on attitudes and beliefs</a> [Key concepts: culture, language, meaning, values and attitudes; Key processes: discussing, reflecting, comparing] (ACLMGU187)</p>	<p>collecting examples of Greek in the local landscape, for example, in particular parts of the city such as marketplaces, exhibitions or cultural events, and discussing the influence and significance of Greek language and culture on the sustainability of communities in Australia today</p> <p>reflecting on the impact of Greek migration on many other languages and cultures, for example, by conducting a classroom project on Greek ideas which have shaped and influenced the world</p> <p>recognising the importance of learning and using different languages to access the cultural practices, values and beliefs of others</p>

		<p>analysing and describing how language use and culture are interrelated and reflect and shape relationships, practices and attitudes across Greek-speaking communities</p>
	<p><b>Spanish</b>  <a href="#">Engage in shared activities such as planning and organising events by contributing ideas, opinions and suggestions and managing diverse views</a>  <a href="#">[Key concepts: perspectives, change; Key processes: planning, debating, persuading]</a>  <a href="#">(ACLSPC182)</a></p>	<p>participating in collaborative projects such as a segment for a young people’s community radio or television program, sharing responsibility for different elements such as news items or sports reports, and using appropriate terms to introduce and summarise, for example, Estamos transmitiendo en directo desde ... Esta edición nocturna se trata de... Ahora pasamos a las noticias del día...</p> <p>negotiating arrangements, weighing up alternatives and reaching shared decisions in relation to planned events or activities, for example, Entonces nosotros haremos el afiche y ustedes lo distribuyen</p> <p>planning a demonstration or performance for family or peers to showcase what they know and can do in Spanish, making decisions about different elements and preparing explanations of linguistic or cultural features of Spanish language use</p> <p>participating in real or simulated transactions such as exchanging and ordering popular consumer items such as CDs, video games or books</p> <p>organising real or simulated online forums to raise awareness of environmental, social or ethical issues such as prejudice, social justice or human rights, taking account of possible diversity of values and views</p>
	<p><a href="#">Analyse, synthesise and evaluate ideas and information from multiple sources on a range of local and global issues</a>  <a href="#">[Key concepts: environment, standpoint, representation; Key processes: analysing, synthesising, evaluating perspectives]</a>  <a href="#">(ACLSPC184)</a></p>	<p>gathering information from a range of print and digital sources on topics such as ecoturismo or machismo, and identifying, evaluating and reporting on perspectives</p> <p>distinguishing between fact and opinion in texts such as articles and reports, using critical literacy skills to recognise bias, for example, identifying the author, audience and purpose of the text</p> <p>comparing and evaluating a range of perspectives on topics such as health, music, sport and religion presented in different media texts, and considering why people may have different perspectives</p> <p>presenting commentaries collected from print, digital and personal sources of information on issues of interest to themselves and other young people, such as El impacto de los medios sociales en la vida cotidiana, El vestuario y la identidad, La influencia de la música en los jóvenes, classifying issues according to viewpoints and perspectives</p> <p>researching cultural characteristics of a specific group of Spanish speakers to inform a course of action such as providing a Spanish-speaking exchange student with a suitable placement or a group of Spanish visitors with a suitable menu, or deciding on an appropriate time of year to visit a particular Spanish-speaking country or region</p> <p>analysing published accounts of an event such as a sports match, a concert or a street party, identifying varying viewpoints</p>

	<p><a href="#">Convey information on a range of issues using different modes of presentation to suit different audiences</a> [Key concepts: perspective, society, environment; Key processes: constructing, reporting, persuading (ACLSPC185)]</p>	<p>researching and reporting on contemporary social, environmental or ethical issues as presented in a range of resources using different presentation techniques, for example, Venn diagrams, flow charts, digital displays</p> <p>composing different types of social media texts such as blogs, advertisements, web pages, magazine articles or live or printed interviews to present views on particular issues, using appropriate protocols to acknowledge sources of reference and commentary, for example, by using reported speech (Dijo el doctor Sanabria que hay que usar autos eléctricos)</p>
	<p><a href="#">Understand and describe ways in which language and culture are interrelated and influence each other.</a> [Key concepts: culture, language, meaning, interdependence; Key processes: discussing, reflecting, comparing] (ACLSPU198)</p>	<p>participating in guided discussion and reflection on the nature and role of culture and its relationship with language, noting any shifts in own attitudes, values or understandings about culture, identity and diversity as a consequence of learning and using Spanish</p> <p>developing language for thinking and talking about cultural representation and expression, for example, perspectives, values, images, stereotypes, inclusion and exclusion</p> <p>examining how a concept such as humour is conveyed in Spanish in ways that reflect lifestyles, values or traditions, and discussing how this may be perceived by non-native Spanish speakers</p> <p>exploring language and communicative behaviours associated with particular Spanish-speaking regions or geographic locations to understand how factors such as geography, climate and economic situation shape language practices</p>
	<p><b>Vietnamese</b> <a href="#">Participate in a range of collaborative activities that involve transactions and require negotiation and management of different opinions or behaviours</a> [Key concepts: negotiation, perspective; Key processes: managing, engaging] (ACLVIC175)</p>	<p>negotiating arrangements, considering alternatives and reaching shared decisions, for example, Cuối tuần này có nhiều phim hay lắm, thời tiết cũng thích hợp để đi bơi nữa, các tiệm quần áo lại đang giảm giá, nhóm mình muốn làm gì? Thôi mình lo đi mua đồ trước đi vì các tiệm chỉ giảm giá có ba ngày thôi, coi phim và đi bơi để tuần sau cũng được mà. Các bạn có đồng ý không?</p> <p>role-playing formal or informal negotiations, such as resolving a disagreement between parents and children or teacher and students, for example, Ba mẹ ơi, con muốn đi làm thêm cuối tuần. Không cần thiết đâu, con nên tập trung lo học đi. Ba mẹ có thể cho con thêm tiền tiêu vặt nếu con cần. Nhưng mà con muốn đi làm thêm để có kinh nghiệm và tiếp xúc với nhiều người. Thôi được, ba mẹ sẽ cho con đi làm thêm nếu điều đó không ảnh hưởng đến kết quả học tập của con. Thưa cô, vì máy vi tính bị hư nên em chưa làm bài xong, cô có thể cho em nộp bài ngày mai được không?</p> <p>collaborating to organise and participate in real or simulated shopping experiences such as a class shopping centre, a flea market or a garage sale, using rehearsed language for negotiating, bargaining, exchanging or returning goods, for example, Có thể giảm giá cho học sinh được không? Tôi có thể trả lại đồ được không nếu lỡ làm mất hóa đơn mua hàng? Cái máy tính bảng (tablet) này</p>

		<p>không gọi điện thoại được, cô có thể đổi cái mới cho tôi được không?</p> <p>making individual purchasing decisions by comparing items from a range of suppliers for features such as price, country of origin, quality, capacity for recycling, reliability, warranty and safety, for example, Tôi hay mua đồ điện tử ở tiệm đó vì chất lượng cao mà giá cả lúc nào cũng rẻ hơn các tiệm khác. Những vật liệu này có thể tái chế được không? Đồ hiệu tuy có chất lượng cao và nhìn đẹp nhưng rất mắc, không phù hợp với túi tiền của học sinh</p>
	<p><a href="#">Extend classroom interactions by offering, elaborating on, justifying and eliciting opinions and ideas</a> [Key concepts: exchange, discussion; Key processes: justifying, stating views, sharing opinions] (ACLVIC176)</p>	<p>extending interactions by inviting others to contribute to discussions or provide feedback on own ideas, for example, Các bạn nghĩ sao về việc học thêm cuối tuần? Chúng ta nên làm sao để giữ cho tình bạn được lâu dài? Các bạn nghĩ sao về ý kiến của mình?</p> <p>using evaluative language to acknowledge strengths in others' arguments or provide evidence to justify, contradict, challenge or rebut alternative views in a courteous manner, for example, Tôi rất thích cách giải thích của bạn, rõ ràng và hợp lý lắm. Bạn nói có lý nhưng tôi nghĩ rằng ... Lý thuyết thì như vậy, nhưng trên thực tế thì... Hay là mình thử làm thế này/cách khác xem sao?</p> <p>debating with peers on social, environmental or educational issues with reference to Vietnamese and Australian views and values, for example, Có nên bắt buộc học sinh học ngoại ngữ không? Có phải vào đại học là cách tốt nhất để thành công ngày nay?, using evaluative language such as hay/đúng/thú vị/hợp lý/công bằng lắm. Giới trẻ ngày nay rất giỏi sử dụng nhưng cũng bị lệ thuộc quá nhiều vào khoa học kỹ thuật</p> <p>exchanging ideas and justifying and elaborating on opinions in class discussions about issues associated with the school or local community, such as school facilities, local services or environmental issues, for example, Chúng em đề nghị căn-tin nhà trường nên bán nhiều thức ăn bổ dưỡng hơn cho học sinh với giá rẻ hơn. Chúng em mong nhà trường nên sửa sang lại các phòng vệ sinh cho sạch sẽ hơn. Có tình trạng xả rác bừa bãi trong các công viên ở địa phương mình</p> <p>using Vietnamese idioms and proverbs to illustrate ideas and opinions about learning, for example, Không thầy đổ mầy làm nên, Học thầy không tầy học bạn</p>
	<p><a href="#">Locate, synthesise, interpret and evaluate information and opinions from different perspectives relating to social issues and other areas of interest to teenagers</a> [Key concepts: perspective, interconnection, representation; Key processes: synthesising, evaluating, interpreting (ACLVIC177)]</p>	<p>researching different perspectives on the same issue in a range of media sources, such as television programs, radio news items, songs, performances, video clips, films, documentaries, online articles, newspapers, magazines and books, to form a balanced view on a subject of discussion such as deforestation, sustainable development or overpopulation</p> <p>synthesising information from diverse sources, such as newspapers, magazines, online articles, television news/programs, class surveys or social network profiles, comparing and evaluating the reliability of information</p>

		<p>conducting surveys and interviews with peers to explore their perspectives on topics related to youth culture and social experiences, for example, Mỗi ngày bạn mất bao nhiêu thời gian để lên mạng? Bạn sử dụng máy vi tính để làm gì?</p> <p>analysing similarities and differences in attitudes or views of different speakers or writers, and comparing and connecting them to own and others' experiences to form personal perspectives on the issues being discussed</p> <p>comparing and evaluating a range of perspectives relating to teenage interests or social issues, such as arguments for and against social networks, technology advance, cultural practices or traditional values, and explaining the reasons for differences in perspectives</p> <p>analysing articles written by different people, for example, an educator, a welfare worker and a politician, on a social issue such as bullying, identifying different perspectives and the tone of each article, for example, sympathetic, assertive or respectful</p>
	<p><a href="#">Convey information, ideas and viewpoints from different perspectives, selecting appropriate modes of presentation to achieve specific purposes for particular audiences in relevant contexts</a> [Key concepts: perspective, representation, purpose; Key processes: connecting, presenting, persuading, evaluating] (ACLVIC178)</p>	<p>producing a range of spoken, written, digital and multimodal texts (posters, emails, formal letters, blog posts, articles, speeches, PowerPoint presentations) for diverse audiences (children, peers, parents, employers), contexts (school, home, community, social group) and purposes (informing, reporting, explaining, promoting, persuading), to convey own ideas on topics such as balancing study and recreation, the benefits of recycling, or the impact of technology</p> <p>writing informative and persuasive texts aimed at a particular audience and context, for example, a brochure promoting a holiday destination (for teenagers), a poster for a doctor's surgery encouraging healthy eating (among children), a speech to promote healthy and sustainable lifestyles (among young people), a youth web page reviewing a new music or movie release, or an article warning people about environmental pollution or the dangers of cyber bullying</p> <p>creating texts pitched to specific age or interest groups, making choices regarding vocabulary, structure, visual and cultural elements, for example, fashion/health advice for a youth forum, school information for new students, suggestions for ways to bridge the generation gap for a family magazine, or a request for donations to help save an endangered animal</p> <p>justifying own views with quotes or text references, for example, Chúng ta không nên đánh giá con người qua bề ngoài bởi vì tục ngữ có câu 'Đừng có trông mặt mà bắt hình dong'. Tôi nghĩ rằng nạn phá rừng đã gia tăng đến mức báo động vì thống kê cho thấy mỗi năm diện tích rừng trên thế giới giảm 20%</p> <p>exploring social and cultural themes through modes of presentation that combine elements such as photos, videos and music to enhance effect of text)</p>

	<p><a href="#">Understand the reciprocal relationship between language, culture and communication and how this relationship impacts on attitudes and beliefs</a>  <a href="#">[Key concepts: language, culture, reciprocity;</a>  <a href="#">Key processes: reflecting, discussing, analysing] (ACLVIU190)</a></p>	<p>exploring how cultural concepts such as respect for authority influence Vietnamese communicative practices, for example, not making eye contact when interacting with others, and not expressing differing personal views to elderly people, and how these may be misinterpreted by English speakers as lack of engagement or initiative</p> <p>examining the influence of Vietnamese culture on gestures, tone and word choices in social interactions, for example, the practice of using family terms (chú, bác) to indicate informality when addressing an unrelated person reflects the value and importance placed on family in Vietnamese culture</p> <p>identifying ways to enhance mutual cultural understanding, such as using cultural behaviours appropriately according to audience and context of communication, for example, making eye contact when talking to Australians but not when talking to elderly Vietnamese people</p> <p>comparing how the same practice, concept or value is represented differently in different contexts and types of texts due to changes in attitudes and views, for example, how the concept of filial piety (chữ hiếu) is reflected in Vietnamese opera (cải lương) and in contemporary Vietnamese films, and in folk and contemporary literature</p> <p>exploring significant values, practices and beliefs of other cultures, including those from other Asian cultures, that are reflected in different forms of media such as the internet, arts and entertainment, and stories</p> <p>exploring how learning and using Vietnamese has impacted on own view of Vietnamese culture and other cultures, including their understanding of the role of culture in respecting and sustaining the environment</p>
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