

# CURRICULUM CONTENT

AUSTRALIAN CURRICULUM CONNECTIONS	
<b>LEARNING AREAS</b>	Science, Technologies (Design & Technologies), HASS (Geography + Economics & Business), The Arts (Drama)
<b>GENERAL CAPABILITIES</b>	Critical and Creative Thinking, Ethical Understanding, Personal & Social Capability, Literacy
<b>CROSS CURRICULUM PRIORITIES</b>	Sustainability
<b>THEMES</b>	Artificial Intelligence, Coding, Innovation and Technology for the Future, STEM Career Pathways



# CURRICULUM CONTENT

## SCIENCE

### SCIENCE UNDERSTANDING

#### Sub-strand: Biological Sciences

Year Level	Curriculum Content Descriptions
Year 6	The growth and survival of living things are affected by physical conditions of their environment ( <a href="#">ACSSU094</a> )
Year 7	Interactions between organisms, including the effects of human activities can be represented by food chains and food webs ( <a href="#">ACSSU112</a> )
Year 9	Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems ( <a href="#">ACSSU176</a> )

### SCIENCE AS A HUMAN ENDEAVOUR

#### Sub-strand: Use and Influence of Science

Year Level	Curriculum Content Descriptions
Year 4	Science knowledge helps people to understand the effect of their actions ( <a href="#">ACSHE062</a> )
Year 5	Scientific knowledge is used to solve problems and inform personal and community decisions ( <a href="#">ACSHE083</a> )
Year 6	Scientific knowledge is used to solve problems and inform personal and community decisions ( <a href="#">ACSHE100</a> )
Year 7	<p>Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (<a href="#">ACSHE120</a>)</p> <p>People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (<a href="#">ACSHE121</a>)</p>
Year 8	<p>Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (<a href="#">ACSHE135</a>)</p> <p>People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (<a href="#">ACSHE136</a>)</p>

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## SCIENCE

Year 9	<p>People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people’s lives, including generating new career opportunities (<a href="#">ACSHE160</a>)</p> <p>Values and needs of contemporary society can influence the focus of scientific research (<a href="#">ACSHE228</a>)</p>
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### Sub-strand: Nature and Development of Science

Year Level	Curriculum Content Descriptions
Year 4	Science involves making predictions and describing patterns and relationships ( <a href="#">ACSHE061</a> )
Year 5	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions ( <a href="#">ACSHE081</a> )
Year 6	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions ( <a href="#">ACSHE098</a> )
Year 7	<p>Scientific knowledge has changed peoples’ understanding of the world and is refined as new evidence becomes available (<a href="#">ACSHE119</a>)</p> <p>Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (<a href="#">ACSHE223</a>)</p>
Year 8	<p>Scientific knowledge has changed peoples’ understanding of the world and is refined as new evidence becomes available (<a href="#">ACSHE134</a>)</p> <p>Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (<a href="#">ACSHE226</a>)</p>
Year 9	Advances in scientific understanding often rely on technological advances and are often linked to scientific discoveries ( <a href="#">ACSHE158</a> )

# CURRICULUM CONTENT

## TECHNOLOGIES (DESIGN & TECHNOLOGIES)

### Knowledge and Understanding

Year Level	Curriculum Content Descriptions
Year 4	<p>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 (<a href="#">ACTDEK010</a>)</p> <p>Investigate food and fibre production and food technologies used in modern and traditional societies (<a href="#">ACTDEK012</a>)</p>
Years 5 & 6	<p>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 (<a href="#">ACTDEK019</a>)</p>
Years 7 & 8	<p>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 (<a href="#">ACTDEK029</a>)</p> <p>Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (<a href="#">ACTDEK032</a>)</p>
Year 9	<p>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 (<a href="#">ACTDEK040</a>)</p> <p>Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (<a href="#">ACTDEK041</a>)</p> <p>Investigate and make judgements on the ethical and sustainable production and marketing of food and fibre (<a href="#">ACTDEK044</a>)</p> <p>Investigate and make judgements, within a range of technologies specialisations, on how technologies can be combined to create designed solutions (<a href="#">ACTDEK047</a>)</p>



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## HASS - GEOGRAPHY

### Sub-strand: Knowledge and Understanding

Year Level	Curriculum Content Descriptions
Year 4	The use and management of natural resources and waste, and the different views on how to do this sustainably ( <a href="#">ACHASSK090</a> )
Year 5	The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places ( <a href="#">ACHASSK112</a> )  The environmental and human influences on the location and characteristics of a place and the management of spaces within them ( <a href="#">ACHASSK113</a> )
Year 6	Differences in the economic, demographic and social characteristics of countries across the world ( <a href="#">ACHASSK139</a> )
Year 7	Classification of environmental resources and the forms that water takes as a resource ( <a href="#">ACHASSK182</a> )  The influence of environmental quality on the liveability of places ( <a href="#">ACHGK045</a> )

**THE**  
A STEM STORY





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### HASS - GEOGRAPHY

#### Sub-strand: Knowledge and Understanding

Year Level	Curriculum Content Descriptions
Year 8	<p><b>Unit 1 – Landforms and landscapes</b> Human causes and effects of landscape degradation (<a href="#">ACHGK051</a>)</p> <p><b>Unit 2 – Changing nations</b> Management and planning of Australia’s urban future (<a href="#">ACHGK059</a>)</p>
Year 9	<p><b>Unit 1 – Biomes and food security</b> Environmental, economic and technological factors that influence crop yields in Australia and across the world (<a href="#">ACHGK062</a>)</p> <p>The capacity of the world’s environments to sustainably feed the projected future global population (<a href="#">ACHGK064</a>)</p> <p><b>Unit 2 – Geographies of interconnections</b> The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (<a href="#">ACHGK068</a>)</p>

# CURRICULUM CONTENT

## HASS – ECONOMICS AND BUSINESS

### Sub-strand: Knowledge and Understanding

Year Level	Curriculum Content Descriptions
Year 5	Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations ( <a href="#">ACHASSK120</a> )
Year 6	The effect that consumer and financial decisions can have on the individual, the broader community and the environment ( <a href="#">ACHASSK150</a> )
Year 7	Why individuals work, types of work and how people derive an income ( <a href="#">ACHASSK202</a> )
Year 8	Influences on the ways people work and factors that might affect work in the future ( <a href="#">ACHEK031</a> )



# CURRICULUM CONTENT

## THE ARTS – DRAMA

Year Level	Curriculum Content Descriptions
Years 5 & 6	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 ( <a href="#">ACADRR038</a> )
Years 7 & 8	Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning ( <a href="#">ACADRR045</a> )  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 Peoples ( <a href="#">ACADRR046</a> )
Year 9	Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect ( <a href="#">ACADRR052</a> )  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 ( <a href="#">ACADRR053</a> )

