

## Activities reinforcing the teachings of *Laudato Si'*

These activities stand in addition to the activities already compiled under the 'Stewardship' heading in the curriculum areas of Geography; Civics and Citizenship; Mathematics and Science.

Lower Primary (F-2)		
<p>Kitchen Garden – a Prep unit of work showing plans for student learning about living things and how this will be reinforced in gardening sessions  <a href="http://efsmoodlesa.net.au/pluginfile.php/523/mod_glossary/attachment/1/R%20Kitchen%20Garden.doc">http://efsmoodlesa.net.au/pluginfile.php/523/mod_glossary/attachment/1/R%20Kitchen%20Garden.doc</a></p> <p><b>Stewardship</b>  <b>Subsidiarity &amp; Participation</b></p>	<p>Science            English</p>	<p>Foundation Science</p> <ul style="list-style-type: none"> <li>• Living things have basic needs, including food and water (<a href="#">ACSSU002</a>)</li> <li>• Daily and seasonal changes in our <u>environment</u>, including the weather, affect everyday life(<a href="#">ACSSU004</a>)</li> <li>• Respond to questions about familiar objects and events (<a href="#">AC SIS014</a>)</li> <li>• Explore and make observations by using the senses (<a href="#">AC SIS011</a>)</li> <li>• Engage in discussions about observations and use methods such as drawing to represent ideas(<a href="#">AC SIS233</a>)</li> <li>• Share observations and ideas (<a href="#">AC SIS012</a>)</li> </ul> <p>Year 1 Science</p> <ul style="list-style-type: none"> <li>• Living things have a variety of external features(<a href="#">ACSSU017</a>)</li> <li>• Living things live in different places where their needs are met (<a href="#">ACSSU211</a>)</li> <li>• Science involves asking questions about, and describing changes in, objects and events(<a href="#">ACSHE021</a>)</li> <li>• People use science in their daily lives, including when caring for their <u>environment</u> and living things (<a href="#">ACSHE022</a>)</li> <li>• Respond to and pose questions, and make predictions about familiar objects and events(<a href="#">AC SIS024</a>)</li> <li>• Use informal measurements in the collection and recording of observations, with the assistance of <u>digital technologies</u> as appropriate(<a href="#">AC SIS026</a>)</li> <li>• Use a range of methods to sort information, including drawings and provided tables(<a href="#">AC SIS027</a>)</li> <li>• Through discussion, compare observations with predictions (<a href="#">AC SIS212</a>)</li> <li>• Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play(<a href="#">AC SIS029</a>)</li> </ul> <p>Year 2 Science</p> <ul style="list-style-type: none"> <li>• Earth's resources, including water, are used in a variety of ways (<a href="#">ACSSU032</a>)</li> </ul> <p>Foundation English</p> <ul style="list-style-type: none"> <li>• Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative</li> </ul>

		<p>texts have different purposes (<a href="#">ACELA1430</a>)</p> <ul style="list-style-type: none"> <li>Recognise that texts are made up of words and groups of words that make meaning(<a href="#">ACELA1434</a>)</li> <li>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school(<a href="#">ACELA1437</a>)</li> </ul> <p>Year 1 English</p> <ul style="list-style-type: none"> <li>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (<a href="#">ACELA1454</a>)</li> </ul> <p>Year 2 English</p> <ul style="list-style-type: none"> <li><u>Listen</u> for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (<a href="#">ACELY1666</a>)</li> </ul>
<p>This document shows how growing a kitchen garden at school supports various AC Science outcomes:  <a href="http://efsmoodlesa.net.au/pluginfile.php/523/mod_glossary/attachment/5/Food%20gardens%20and%20science%20links.pdf">http://efsmoodlesa.net.au/pluginfile.php/523/mod_glossary/attachment/5/Food%20gardens%20and%20science%20links.pdf</a></p> <p><b>Stewardship Common Good Subsidiarity and Participation</b></p>	<p>Science</p>	<p>Foundation Science</p> <ul style="list-style-type: none"> <li>Living things have basic needs, including food and water (<a href="#">ACSSU002</a>)</li> <li>Daily and seasonal changes in our <u>environment</u>, including the weather, affect everyday life(<a href="#">ACSSU004</a>)</li> <li>Respond to questions about familiar objects and events (<a href="#">AC SIS014</a>)</li> <li>Explore and make observations by using the senses (<a href="#">AC SIS011</a>)</li> <li>Engage in discussions about observations and use methods such as drawing to represent ideas(<a href="#">AC SIS233</a>)</li> <li>Share observations and ideas (<a href="#">AC SIS012</a>)</li> </ul> <p>Year 1 Science</p> <ul style="list-style-type: none"> <li>Living things have a variety of external features(<a href="#">ACSSU017</a>)</li> <li>Living things live in different places where their needs are met (<a href="#">ACSSU211</a>)</li> <li>Science involves asking questions about, and describing changes in, objects and events(<a href="#">ACSHE021</a>)</li> <li>People use science in their daily lives, including when caring for their <u>environment</u> and living things (<a href="#">ACSHE022</a>)</li> <li>Respond to and pose questions, and make predictions about familiar objects and events(<a href="#">AC SIS024</a>)</li> <li>Use informal measurements in the collection and recording of observations, with the assistance of <u>digital technologies</u> as appropriate(<a href="#">AC SIS026</a>)</li> <li>Use a range of methods to sort information, including drawings and provided tables(<a href="#">AC SIS027</a>)</li> <li>Through discussion, compare observations with predictions (<a href="#">AC SIS212</a>)</li> </ul>

		<ul style="list-style-type: none"> <li>• Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play(<a href="#">AC SIS029</a>)</li> </ul> <p>Year 2 Science</p> <ul style="list-style-type: none"> <li>• Earth’s resources, including water, are used in a variety of ways (<a href="#">ACSSU032</a>)</li> </ul> <p>Year 1 Geography</p> <ul style="list-style-type: none"> <li>• The natural, managed and constructed <a href="#">features</a> of places, their location, how they <a href="#">change</a> and how they can be cared for (<a href="#">ACHGK005</a>)</li> </ul>
<p>Water on Earth [Download Available] <a href="http://www.globaleducation.edu.au/publications/water-on-earth-primary.html">http://www.globaleducation.edu.au/publications/water-on-earth-primary.html</a></p> <p><b>Stewardship</b> <b>Human Dignity</b> <b>Common Good</b> <b>Preferential Option for the Poor</b> <b>Solidarity</b></p>	<p>Science Geography History</p>	<p>Foundation Science</p> <ul style="list-style-type: none"> <li>• Living things have basic needs, including food and water (<a href="#">ACSSU002</a>)</li> <li>• Daily and seasonal changes in our <a href="#">environment</a>, including the weather, affect everyday life(<a href="#">ACSSU004</a>)</li> <li>• Science involves exploring and observing the world using the <a href="#">senses</a> (<a href="#">ACSHE013</a>)</li> </ul> <p>Year 1 Science</p> <ul style="list-style-type: none"> <li>• Everyday materials can be physically changed in a variety of ways (<a href="#">ACSSU018</a>)</li> <li>• Respond to and pose questions, and make predictions about familiar objects and events(<a href="#">AC SIS024</a>)</li> <li>• Use informal measurements in the collection and recording of observations, with the assistance of <a href="#">digital technologies</a> as appropriate(<a href="#">AC SIS026</a>)</li> </ul> <p>Year 2 Science</p> <ul style="list-style-type: none"> <li>• Earth’s resources, including water, are used in a variety of ways (<a href="#">ACSSU032</a>)</li> <li>• Science involves asking questions about, and describing changes in, objects and events(<a href="#">ACSHE034</a>)</li> <li>• Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (<a href="#">AC SIS038</a>)</li> </ul> <p>Year 1 Geography</p> <ul style="list-style-type: none"> <li>• The natural, managed and constructed <a href="#">features</a> of places, their location, how they <a href="#">change</a> and how they can be cared for (<a href="#">ACHGK005</a>)</li> </ul> <p>Year 2 Geography</p> <ul style="list-style-type: none"> <li>• The location of the major geographical divisions of the world in relation to Australia (<a href="#">ACHGK009</a>)</li> </ul> <p>Year 2 History</p> <ul style="list-style-type: none"> <li>• The history of a significant person, building, site or part of the natural environment in the</li> </ul>

		<p>local community and what it reveals about the past(ACHHK044)</p> <ul style="list-style-type: none"> <li>The importance today of an historical site of cultural or spiritual <u>significance</u>; for example, a community building, a landmark, a war memorial (ACHHK045)</li> </ul>
Middle Primary (3-4)		
<p>'Global Words: English for global education' has a Sustainability resource for middle primary based on 'The Tomorrow Book' :  <a href="http://globalwords.edu.au/units/Sustainability_JPY3_4.html/index.html">http://globalwords.edu.au/units/Sustainability_JPY3_4.html/index.html</a></p> <p><b>Stewardship</b>  <b>Human Dignity</b>  <b>Common Good</b>  <b>Solidarity</b></p>	<p>Science  Geography  History  English</p>	<p>Year 4 Science</p> <ul style="list-style-type: none"> <li>Living things, including plants and animals, depend on each other and the <u>environment</u> to survive (ACSSU073)</li> </ul> <p>Year 4 Geography</p> <ul style="list-style-type: none"> <li>The importance of environments to animals and people, and different views on how they can be protected (ACHGK022)</li> <li>The natural resources provided by the <u>environment</u>, and different views on how they could be used sustainably (ACHGK024)</li> <li>The sustainable management of waste from production and consumption(ACHGK025)</li> </ul> <p>Year 3 History</p> <ul style="list-style-type: none"> <li>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)</li> </ul> <p>Year 3 English</p> <ul style="list-style-type: none"> <li>Understand how different <u>types of texts</u> vary in use of language choices, depending on their purpose and <u>context</u> (for example, <u>tense</u> and types of sentences) (ACELA1478)</li> <li>Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters(ACELA1480)</li> <li>Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</li> <li>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the <u>narrative</u> (ACELT1599)</li> <li>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose(ACELT1600)</li> <li>Identify the <u>point of view</u> in a <u>text</u> and suggest alternative points of <u>view</u> (ACELY1675)</li> <li><u>Listen</u> to and contribute to conversations and discussions to share information and ideas and <u>negotiate</u> in collaborative situations(ACELY1676)</li> <li>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)</li> <li><u>Read</u> an increasing range of different <u>types of texts</u> by combining contextual, semantic, grammatical and <u>phonic</u> knowledge, using <u>text processing strategies</u>, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)</li> </ul>

		<ul style="list-style-type: none"> <li>• Use <a href="#">comprehension strategies</a> to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, <a href="#">text</a> structures and <a href="#">language features</a>(<a href="#">ACELY1680</a>)</li> <li>• Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over <a href="#">text</a> structures and <a href="#">language features</a> and selecting print, and multimodal elements appropriate to the <a href="#">audience</a> and purpose (<a href="#">ACELY1682</a>)</li> <li>• Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation(<a href="#">ACELY1683</a>)</li> </ul> <p>Year 4 English</p> <ul style="list-style-type: none"> <li>• Understand that social interactions influence the way people engage with ideas and respond to others, for example when exploring and clarifying the ideas of others, summarising students' own views and reporting them to a larger group <a href="#">ACELA1488</a></li> <li>• Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts <a href="#">ACELA1496</a></li> <li>• Discuss literary experiences with others, sharing responses and expressing a <a href="#">point of view</a> <a href="#">ACELT1603</a></li> <li>• Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and <a href="#">puns</a> <a href="#">ACELT1606</a></li> <li>• Create literary texts that explore students' own experiences and imagining <a href="#">ACELT1607</a></li> <li>• Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information <a href="#">ACELY1687</a></li> <li>• Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and <a href="#">audiences</a> <a href="#">ACELY1689</a></li> <li>• Read different <a href="#">types of texts</a> by combining contextual, semantic, grammatical and <a href="#">phonic</a> knowledge using <a href="#">text processing strategies</a>, for example monitoring meaning, cross checking and reviewing <a href="#">ACELY1691</a></li> <li>• Use <a href="#">comprehension strategies</a> to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts <a href="#">ACELY1692</a></li> <li>• Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of <a href="#">audiences</a>, demonstrating increasing control over <a href="#">text structures</a> and <a href="#">language features</a> <a href="#">ACELY1694</a></li> <li>• Use a range of software including word processing programs to construct, edit and publish written <a href="#">text</a>, and select, edit and place visual, print and audio elements <a href="#">ACELY1697</a></li> </ul>
<p>Climate challenge (Middle primary)  <a href="http://www.oxfam.org.uk/education/resources/climate">http://www.oxfam.org.uk/education/resources/climate</a></p>	<p>Science  Geography</p>	<p>Year 3 Science</p> <ul style="list-style-type: none"> <li>• Science involves making predictions and describing patterns and relationships(<a href="#">ACSHE050</a>)</li> <li>• Science knowledge helps people to understand the effect of their actions (<a href="#">ACSHE051</a>)</li> </ul>

[-challenge-7-11](#)

**Stewardship**  
**Human Dignity**  
**Common Good**  
**Preferential Option for the Poor**  
**Solidarity**

History

- With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge ([ACSI053](#))
- Suggest ways to plan and conduct investigations to find answers to questions([ACSI054](#))
- Safely use appropriate materials, [tools](#) or equipment to make and record observations, using formal measurements and [digital technologies](#) as appropriate ([ACSI055](#))
- Use a range of methods including tables and simple column graphs to represent [data](#) and to identify patterns and trends ([ACSI057](#))
- Compare results with predictions, suggesting possible reasons for findings ([ACSI215](#))
- [Reflect on the investigation](#), including whether a test was fair or not ([ACSI058](#))
- Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports ([ACSI060](#))

Year 4 Science

- Living things, including plants and animals, depend on each other and the [environment](#) to survive ([ACSSU073](#))
- Science involves making predictions and describing patterns and relationships([ACSHE061](#))
- Science knowledge helps people to understand the effect of their actions ([ACSHE062](#))
- With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge ([ACSI064](#))
- Suggest ways to plan and conduct investigations to find answers to questions([ACSI065](#))
- Safely use appropriate materials, [tools](#) or equipment to make and record observations, using formal measurements and [digital technologies](#) as appropriate ([ACSI066](#))
- Use a range of methods including tables and simple column graphs to represent [data](#) and to identify patterns and trends ([ACSI068](#))
- [Reflect on the investigation](#); including whether a test was fair or not ([ACSI069](#))
- Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports ([ACSI071](#))

Year 4 Geography

- The importance of environments to animals and people, and different views on how they can be protected ([ACHGK022](#))
- The natural resources provided by the [environment](#), and different views on how they could be used sustainably ([ACHGK024](#))
- The sustainable management of waste from production and consumption([ACHGK025](#))

Year 3 History

- ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life ([ACHHK061](#))

		<p>Year 3 English</p> <ul style="list-style-type: none"> <li>• <u>Listen</u> to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations(<u>ACELY1676</u>)</li> </ul> <p>Year 4 English</p> <ul style="list-style-type: none"> <li>• Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research(<u>ACELA1498</u>)</li> </ul>
<p>All's Well: Exploring the world of water [Download available] <a href="http://www.globaleducation.edu.au/publications/allswell.html">http://www.globaleducation.edu.au/publications/allswell.html</a></p> <p><b>Stewardship</b> <b>Human Dignity</b> <b>Common Good</b> <b>Preferential Option for the Poor</b> <b>Subsidiarity and Participation</b> <b>Solidarity</b></p>	<p>Science Geography History Civics &amp; Citizenship</p>	<p>Year 4 Science</p> <ul style="list-style-type: none"> <li>• Living things, including plants and animals, depend on each other and the <u>environment</u> to survive (<u>ACSSU073</u>)</li> </ul> <p>Year 4 Geography</p> <ul style="list-style-type: none"> <li>• The importance of environments to animals and people, and different views on how they can be protected (<u>ACHGK022</u>)</li> <li>• The natural resources provided by the <u>environment</u>, and different views on how they could be used sustainably (<u>ACHGK024</u>)</li> <li>• The sustainable management of waste from production and consumption(<u>ACHGK025</u>)</li> </ul> <p>Year 3 History</p> <ul style="list-style-type: none"> <li>• ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (<u>ACHHK061</u>)</li> </ul> <p>Year 3 Civics and Citizenship</p> <ul style="list-style-type: none"> <li>• How and why decisions are made democratically in communities (ACHCK001)</li> </ul>
<p>Water on Earth [Download Available] <a href="http://www.globaleducation.edu.au/publications/water-on-earth-primary.html">http://www.globaleducation.edu.au/publications/water-on-earth-primary.html</a></p> <p><b>Stewardship</b> <b>Human Dignity</b> <b>Common Good</b> <b>Preferential Option for the Poor</b> <b>Subsidiarity and Participation</b></p>	<p>Science Geography History Civics &amp; Citizenship</p>	<p>Year 3 Science</p> <ul style="list-style-type: none"> <li>• A change of state between solid and liquid can be caused by adding or removing heat(<u>ACSSU046</u>)</li> <li>• Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (<u>AC SIS060</u>)</li> </ul> <p>Year 4 Science</p> <ul style="list-style-type: none"> <li>• Living things, including plants and animals, depend on each other and the <u>environment</u> to survive (<u>ACSSU073</u>)</li> <li>• Living things have life cycles (<u>ACSSU072</u>)</li> <li>• Natural and <u>processed materials</u> have a range of physical properties; These properties can influence their use (<u>ACSSU074</u>)</li> <li>• Science knowledge helps people to understand the effect of their actions (<u>ACSHE062</u>)</li> </ul>

<p><b>Solidarity</b></p>		<ul style="list-style-type: none"> <li>• Science involves making predictions and describing patterns and relationships(<a href="#">ACSHE061</a>)</li> <li>• With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (<a href="#">ACSIS064</a>)</li> </ul> <p>Year 4 Geography</p> <ul style="list-style-type: none"> <li>• The importance of environments to animals and people, and different views on how they can be protected (<a href="#">ACHGK022</a>)</li> <li>• The natural resources provided by the <u>environment</u>, and different views on how they could be used sustainably (<a href="#">ACHGK024</a>)</li> <li>• The sustainable management of waste from production and consumption(<a href="#">ACHGK025</a>)</li> </ul> <p>Year 3 History</p> <ul style="list-style-type: none"> <li>• ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (<a href="#">ACHHK061</a>)</li> </ul> <p>Year 3 Civics and Citizenship</p> <ul style="list-style-type: none"> <li>• How and why decisions are made democratically in communities (ACHCK001)</li> </ul>
<p>This document shows how growing a kitchen garden at school supports various AC Science outcomes:  <a href="http://efsmoodlesa.net.au/pluginfile.php/523/mod_glossary/attachment/5/Food%20gardens%20and%20science%20links.pdf">http://efsmoodlesa.net.au/pluginfile.php/523/mod_glossary/attachment/5/Food%20gardens%20and%20science%20links.pdf</a></p> <p><b>Stewardship Common Good Subsidiarity and Participation</b></p>		<p>Year 3 Science</p> <ul style="list-style-type: none"> <li>• Science involves making predictions and describing patterns and relationships(<a href="#">ACSHE050</a>)</li> <li>• Science knowledge helps people to understand the effect of their actions(<a href="#">ACSHE051</a>)</li> <li>• With guidance, identify questions in <u>familiar</u> contexts that can be investigated scientifically and make predictions based on prior knowledge (<a href="#">ACSIS053</a>)</li> </ul> <p>Year 4 Science</p> <ul style="list-style-type: none"> <li>• Living things have life cycles (<a href="#">ACSSU072</a>)</li> <li>• Living things, including plants and animals, depend on each other and the <u>environment</u> to survive (<a href="#">ACSSU073</a>)</li> <li>• Science involves making predictions and describing patterns and relationships(<a href="#">ACSHE061</a>)</li> <li>• Science knowledge helps people to understand the effect of their actions(<a href="#">ACSHE062</a>)</li> </ul> <p>Year 4 Geography</p> <ul style="list-style-type: none"> <li>• The importance of environments to animals and people, and different views on how they can be protected (<a href="#">ACHGK022</a>)</li> <li>• The natural resources provided by the <u>environment</u>, and different views on how they could be used sustainably (<a href="#">ACHGK024</a>)</li> </ul>



Upper Primary (5-6)

Cafod has a few useful resources for upper primary Geography

1. Information on climate and social justice
2. 'Assembly' script about stewardship that could be done with whole school or a class
3. Quiz, prayers and resources

<http://www.cafod.org.uk/Education/Primary-schools/Climate>

**Stewardship  
Human Dignity  
Common Good**

Science  
Geography  
Economics &  
Business  
Drama  
Civics & Citizenship

*Links to curriculum from other year levels are included as the assembly may be accessed by a range of ages*

Year 4 Science

- Living things, including plants and animals, depend on each other and the environment to survive ([ACSSU073](#))

Year 6 Science

- The growth and survival of living things are affected by the physical conditions of their environment ([ACSSU094](#))

Year 7 Science

- Some of Earth's resources are renewable, but others are non-renewable ([ACSSU116](#))
- Water is an important resource that cycles through the environment ([ACSSU222](#))

Year 10 Science

- Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere([ACSSU189](#))

Year 4 Geography

- The importance of environments to animals and people, and different views on how they can be protected ([ACHGK022](#))
- The natural resources provided by the environment, and different views on how they could be used sustainably ([ACHGK024](#))
- The sustainable management of waste from production and consumption([ACHGK025](#))

Year 8 Geography

- The human causes and effects of landscape degradation ([ACHGK051](#))

Year 10 Geography

- The human-induced environmental changes that challenge sustainability([ACHGK070](#))

Year 5 English

- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ([ACELY1703](#))

Year 5 Economics and Business

- The difference between needs and wants and why choices need to be made about how limited resources are used ([ACHEK001](#))
- Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations ([ACHEK002](#))

		<ul style="list-style-type: none"> <li>Identify alternative responses to an issue or event, and consider the advantages and disadvantages of preferring one to others(ACHES006)</li> </ul> <p>Year 5/6 Drama</p> <ul style="list-style-type: none"> <li>Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and <u>design elements</u> to share community and cultural stories and engage an <u>audience</u> (ACADRM037)</li> </ul> <p>Year 5 Civics and Citizenship</p> <ul style="list-style-type: none"> <li>Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence(ACHCK027)</li> </ul>
<p>Global Words ‘Sustainability’ English unit for upper Primary  <a href="http://globalwords.edu.au/units/Sustainability_UPY6_html/index.html">http://globalwords.edu.au/units/Sustainability_UPY6_html/index.html</a></p> <p><b>Stewardship</b>  <b>Human Dignity</b>  <b>Common Good</b>  <b>Solidarity</b></p>	<p>Science  English  Economics &amp; Business  Civics &amp; Citizenship</p>	<p>Year 6 Science</p> <ul style="list-style-type: none"> <li>The growth and survival of living things are affected by the physical conditions of their <u>environment</u> (ACSSU094)</li> <li>Energy from a variety of sources can be used to generate electricity (ACSSU219)</li> </ul> <p>Year 5 English</p> <ul style="list-style-type: none"> <li>Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</li> <li>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)</li> <li>Present a <u>point of view</u> about particular literary texts using appropriate <u>metalanguage</u>, and reflecting on the viewpoints of others(ACELT1609)</li> <li>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)</li> <li>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a <u>point of view</u>(ACELY1699)</li> <li>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)</li> <li>Navigate and <u>read</u> texts for specific purposes applying appropriate <u>text processing strategies</u>, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)</li> <li>Use <u>comprehension strategies</u> to analyse information, integrating and linking ideas from a variety of print and digital sources(ACELY1703)</li> <li>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing <u>text</u> structures, language, images and sound appropriate to purpose and <u>audience</u>(ACELY1704)</li> <li>Use a range of software including word processing programs with fluency to construct, edit and publish written <u>text</u>, and select, edit and place visual, print and audio</li> </ul>

elements([ACELY1707](#))

Year 6 English

- Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects [ACELA1518](#)
- Understand the uses of objective and subjective language and bias [ACELA1517](#)
- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts [ACELA1524](#)
- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion [ACELA1525](#)
- Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts [ACELT1613](#)
- Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts [ACELT1615](#)
- Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse [ACELT1617](#)
- Experiment with text structures and language features and their effects in creating literary texts, for example using imagery, sentence variation, metaphor and word choice [ACELT1800](#)
- Compare texts, including media texts that represent ideas and events in different ways, explaining the effects of the different approaches [ACELY1708](#)
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions [ACELY1709](#)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis [ACELY1710](#)
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts [ACELY1713](#)
- Analyse strategies authors use to influence readers [ACELY1801](#)
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience [ACELY1714](#)
- Use a range of software, including word processing programs, learning new functions as required to create texts [ACELY1717](#)

Year 5 Economics and Business

- The difference between needs and wants and why choices need to be made about how limited resources are used (ACHEK001)Types of resources (natural, human, capital) and

		<p>the ways societies use them in order to satisfy the needs and wants of present and future generations (ACHEK002)</p> <ul style="list-style-type: none"> <li>Identify alternative responses to an issue or event, and consider the advantages and disadvantages of preferring one to others(ACHES006)</li> </ul> <p>Year 5 Civics and Citizenship</p> <ul style="list-style-type: none"> <li>Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence(ACHCK027)</li> </ul>
<p>Climate challenge (upper primary)  <a href="http://www.oxfam.org.uk/education/resources/climate-challenge-7-11">http://www.oxfam.org.uk/education/resources/climate-challenge-7-11</a></p> <p><b>Stewardship</b>  <b>Human Dignity</b>  <b>Common Good</b>  <b>Preferential Option for the Poor</b>  <b>Solidarity</b></p>	<p>Science  Geography  Economics &amp; Business  Civics &amp; Citizenship  Design &amp; Technologies</p>	<p>Year 6 Science</p> <ul style="list-style-type: none"> <li>The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)</li> <li>Energy from a variety of sources can be used to generate electricity (ACSSU219)</li> </ul> <p>Year 5 Economics and Business</p> <ul style="list-style-type: none"> <li>The difference between needs and wants and why choices need to be made about how limited resources are used (ACHEK001)</li> <li>Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations (ACHEK002)</li> <li>Identify alternative responses to an issue or event, and consider the advantages and disadvantages of preferring one to others(ACHES006)</li> </ul> <p>Year 5 Civics and Citizenship</p> <ul style="list-style-type: none"> <li>Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence(ACHCK027)</li> </ul> <p>Year 5/6 Design and Technologies</p> <ul style="list-style-type: none"> <li>Investigate 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)</li> <li>Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEPO24)</li> </ul>
<p>Pest Tales Year 5 and 6: a complete and up to date resource which highlights pest animal species in Australia, their impact and current ways of managing the damage they inflict on the environment, economy and people. (lesson plans and worksheets)  <a href="http://www.pestales.org.au/">http://www.pestales.org.au/</a></p>	<p>Science  History  Economics &amp; Business</p>	<p>Year 6 Science</p> <ul style="list-style-type: none"> <li>The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)</li> </ul> <p>Year 5 History</p> <ul style="list-style-type: none"> <li>The nature of convict or colonial presence, including the factors that influenced patterns</li> </ul>

<p><b>Stewardship</b> <b>Common Good</b></p>		<p>of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (<a href="#">ACHHK094</a>)</p> <p>Year 5 Economics and Business</p> <ul style="list-style-type: none"> <li>Identify alternative responses to an issue or event, and consider the advantages and disadvantages of preferring one to others(<a href="#">ACHES006</a>)</li> </ul>
<p>All's Well: Exploring the world of water [Download available] <a href="http://www.globaleducation.edu.au/publications/allswell.html">http://www.globaleducation.edu.au/publications/allswell.html</a></p> <p><b>Stewardship</b> <b>Human Dignity</b> <b>Common Good</b> <b>Preferential Option for the Poor</b> <b>Subsidiarity and Participation</b> <b>Solidarity</b></p>	<p>Geography English History Science Mathematics Economics &amp; Business Design &amp; Technologies HPE</p>	<p>Year 5 Science</p> <ul style="list-style-type: none"> <li>Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (<a href="#">ACSHE083</a>)</li> </ul> <p>Year 6 Science</p> <ul style="list-style-type: none"> <li>The growth and survival of living things are affected by the physical conditions of their <u>environment</u> (<a href="#">ACSSU094</a>)</li> <li>Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (<a href="#">ACSHE100</a>)</li> </ul> <p>Year 5 Geography</p> <ul style="list-style-type: none"> <li>The influence people have on the human <u>characteristics of places</u> and the management of spaces within them (<a href="#">ACHGK029</a>)</li> </ul> <p>Year 6 Geography</p> <ul style="list-style-type: none"> <li>The location of the major countries of the Asia <u>region</u> in relation to Australia and the geographical diversity within the <u>region</u> (<a href="#">ACHGK031</a>)</li> <li>Differences in the economic, demographic and social characteristics between countries across the world (<a href="#">ACHGK032</a>)</li> <li>The world's cultural diversity, including that of its indigenous peoples(<a href="#">ACHGK033</a>)</li> </ul> <p>Year 6 History</p> <ul style="list-style-type: none"> <li>The contribution of individuals and groups, including Aboriginal and Torres Strait Islander people and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (<a href="#">ACHHK116</a>)</li> <li>Identify questions to inform an <u>historical inquiry</u> (<a href="#">ACHHS119</a>)</li> <li>Identify and locate a range of relevant sources (<a href="#">ACHHS120</a>)</li> <li>Locate information related to inquiry questions in a range of sources.(<a href="#">ACHHS121</a>)</li> <li>Compare information from a range of sources. (<a href="#">ACHHS122</a>)</li> </ul> <p>Year 6 English</p> <ul style="list-style-type: none"> <li>Compare texts including <u>media texts</u> that represent ideas and events in different ways, explaining the effects of the different approaches (<a href="#">ACELY1708</a>)</li> <li>Investigate how vocabulary choices, including evaluative can express shades of meaning, feeling and opinion (<a href="#">ACELA1525</a>)</li> </ul>

- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots ([ACELT1614](#))

#### Year 5 Mathematics

- Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies([ACMSP119](#))
- Describe and interpret different data sets in context ([ACMSP120](#))

#### Year 6 Mathematics

- Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables ([ACMSP147](#))
- Solve problems involving the comparison of lengths and areas using appropriate units([ACMMG137](#))

#### Year 5 Economics and Business

- The difference between needs and wants and why choices need to be made about how limited resources are used ([ACHEK001](#))
- Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations ([ACHEK002](#))
- Identify alternative responses to an issue or event, and consider the advantages and disadvantages of preferring one to others([ACHES006](#))

#### Year 5 Civics and Citizenship

- Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence([ACHCK027](#))

#### Year 5/6 Design and Technologies

- Investigate 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](#))
- Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions ([ACTDEP024](#))

#### Year 5/6 Health and Physical Education

- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities([ACPPS058](#))

<p>Food For All?  <a href="http://www.globaleducation.edu.au/publications/food-for-all.html">http://www.globaleducation.edu.au/publications/food-for-all.html</a></p> <p><b>Stewardship</b>  <b>Human Dignity</b>  <b>Common Good</b>  <b>Preferential Option for the Poor</b>  <b>Solidarity</b></p>	<p>Science  History  Economics and Business  Civics &amp; Citizenship  HPE</p>	<p>Year 6 Science</p> <ul style="list-style-type: none"> <li>The growth and survival of living things are affected by the physical conditions of their <u>environment</u> (ACSSU094)</li> </ul> <p>Year 5 History</p> <ul style="list-style-type: none"> <li>The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.(ACHHK095)</li> <li>The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)</li> </ul> <p>Year 5 Economics and Business</p> <ul style="list-style-type: none"> <li>The difference between <u>needs</u> and <u>wants</u> and why choices need to be made about how limited <u>resources</u> are used (ACHEK001)</li> <li>Types of <u>resources</u> (natural, human, <u>capital</u>) and the ways societies use them in order to satisfy the <u>needs</u> and <u>wants</u> of present and future generations (ACHEK002)</li> <li>Identify alternative responses to an issue or event, and consider the advantages and disadvantages of preferring one to others(ACHES006)</li> </ul> <p>Year 5 Civics and Citizenship</p> <ul style="list-style-type: none"> <li>Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence(ACHCK027)</li> </ul> <p>Year 5/6 Health and Physical Education</p> <ul style="list-style-type: none"> <li>Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities(ACPPS058)</li> </ul>
<p>Looking at forests  <a href="http://www.globaleducation.edu.au/publications/looking-at-forests.html">http://www.globaleducation.edu.au/publications/looking-at-forests.html</a></p> <p><b>Stewardship</b>  <b>Common Good</b>  <b>Solidarity</b></p>	<p>Science  History  Economics &amp; Business</p>	<p>Year 6 Science</p> <ul style="list-style-type: none"> <li>The growth and survival of living things are affected by the physical conditions of their <u>environment</u> (ACSSU094)</li> </ul> <p>Year 5 History</p> <ul style="list-style-type: none"> <li>The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.(ACHHK095)</li> <li>The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)</li> </ul>

		<p>Year 5 Economics and Business</p> <ul style="list-style-type: none"> <li>• The difference between needs and wants and why choices need to be made about how limited resources are used (ACHEK001)</li> <li>• Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations (ACHEK002)</li> <li>• Identify alternative responses to an issue or event, and consider the advantages and disadvantages of preferring one to others(ACHES006)</li> </ul>
<p>Water on Earth [Download Available] <a href="http://www.globaleducation.edu.au/publications/water-on-earth-primary.html">http://www.globaleducation.edu.au/publications/water-on-earth-primary.html</a></p> <p><b>Stewardship</b> <b>Human Dignity</b> <b>Common Good</b> <b>Preferential Option for the Poor</b> <b>Subsidiarity and Participation</b> <b>Solidarity</b></p>	<p>Science Economics &amp; Business Civics &amp; Citizenship Design &amp; Technologies</p>	<p>Year 5 Science</p> <ul style="list-style-type: none"> <li>• Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</li> <li>• Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)</li> <li>• Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts (ACSIS093)</li> <li>• Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE083)</li> <li>• Scientific knowledge is used to inform personal and community decisions (ACSHE217)</li> <li>• With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (ACSIS231)</li> </ul> <p>Year 6 Science</p> <ul style="list-style-type: none"> <li>• The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)</li> </ul> <p>Year 5 Economics and Business</p> <ul style="list-style-type: none"> <li>• The difference between needs and wants and why choices need to be made about how limited resources are used (ACHEK001)</li> <li>• Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations (ACHEK002)</li> <li>• Identify alternative responses to an issue or event, and consider the advantages and disadvantages of preferring one to others(ACHES006)</li> </ul> <p>Year 5 Civics and Citizenship</p> <ul style="list-style-type: none"> <li>• Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence(ACHCK027)</li> </ul> <p>Year 5/6 Design and Technologies</p> <ul style="list-style-type: none"> <li>• Investigate 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)</li> <li>• Critique needs or opportunities for designing, and</li> </ul>



		<p>investigate <u>materials, components</u>, tools, equipment and processes to achieve intended designed solutions (<u>ACTDEP024</u>)</p> <p>Year 5/6 Health and Physical Education</p> <ul style="list-style-type: none"> <li>Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)</li> </ul>
<p>This document shows how growing a kitchen garden at school supports various AC Science outcomes:  <a href="http://efsmoodlesa.net.au/pluginfile.php/523/mod_glossary/attachment/5/Food%20gardens%20and%20science%20links.pdf">http://efsmoodlesa.net.au/pluginfile.php/523/mod_glossary/attachment/5/Food%20gardens%20and%20science%20links.pdf</a></p> <p><b>Stewardship</b>  <b>Common Good</b>  <b>Subsidiarity and Participation</b></p>		<p>Year 5 Science</p> <ul style="list-style-type: none"> <li>Living things have structural features and adaptations that help them to survive in their <u>environment</u> (<u>ACSSU043</u>)</li> <li>Science involves testing predictions by gathering <u>data</u> and using <u>evidence</u> to develop explanations of events and phenomena and reflects historical and cultural contributions(<u>ACSHE081</u>)</li> </ul> <p>Year 6 Science</p> <ul style="list-style-type: none"> <li>The growth and survival of living things are affected by the physical conditions of their <u>environment</u> (<u>ACSSU094</u>)</li> </ul>
<p>Lower Secondary (7-8)</p>		

Assessing Biodiversity – Activities for lower secondary with links to Geography and Science  
<http://www.sustainableschools.sa.edu.au/pages/assess/teach/40281/>

**Stewardship  
Common Good  
Subsidiarity and Participation**

Geography  
Science  
English  
Mathematics  
Civics & Citizenship

Year 7 Geography

- The influence of [environmental quality](#) on the [liveability](#) of places ([ACHGK045](#))
- Collect, select and record relevant geographical [data](#) and information, using [ethical protocols](#), from appropriate primary and [secondary sources](#) ([ACHGS048](#))
- Represent the [spatial distribution](#) of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using [spatial technologies](#) as appropriate ([ACHGS050](#))
- Analyse geographical [data](#) and other information using qualitative and [quantitative methods](#), and digital and [spatial technologies](#) as appropriate, to identify and propose explanations for spatial distributions, patterns and [trends](#) and infer relationships ([ACHGS051](#))
- Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate ([ACHGS053](#))

Year 8 Geography

- The human causes and effects of [landscape](#) degradation ([ACHGK051](#))
- Collect, select and record relevant geographical [data](#) and information, using [ethical protocols](#), from appropriate primary and [secondary sources](#) ([ACHGS056](#))
- Represent the [spatial distribution](#) of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using [spatial technologies](#) as appropriate ([ACHGS058](#))
- Analyse geographical [data](#) and other information using qualitative and [quantitative methods](#), and digital and [spatial technologies](#) as appropriate, to identify and propose explanations for spatial distributions, patterns and [trends](#) and infer relationships ([ACHGS059](#))
- Apply geographical concepts to draw conclusions based on the analysis of the [data](#) and information collected ([ACHGS060](#))
- Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate ([ACHGS061](#))

Year 7 Science

- There are differences within and between groups of organisms; classification helps organise this diversity ([ACSSU111](#))
- Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions ([ACSSU112](#))
- Science and [technology](#) contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations ([ACSHE120](#))

- Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management ([ACSHE121](#))
- People use understanding and skills from across the disciplines of science in their occupations ([ACSHE224](#))
- Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge ([ACSIS124](#))
- Collaboratively and individually plan and conduct a range of [investigation](#) types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed ([ACSIS125](#))
- Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate (ACSIS129)
- Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions (ACSIS130)
- Use scientific knowledge and findings from investigations to evaluate claims (ACSIS132)

#### Year 8 Science

- Science and [technology](#) contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations ([ACSHE135](#))
- Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management ([ACSHE136](#))
- People use understanding and skills from across the disciplines of science in their occupations ([ACSHE227](#))
- Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge ([ACSIS139](#))
- Collaboratively and individually plan and conduct a range of [investigation](#) types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed ([ACSIS140](#))
- Summarise [data](#), from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions ([ACSIS145](#))
- Use scientific knowledge and findings from investigations to [evaluate](#) claims ([ACSIS234](#))

#### Year 7 English

- Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)
- Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)

#### Year 8 English

		<ul style="list-style-type: none"> <li>Apply increasing knowledge of vocabulary, <a href="#">text</a> structures and <a href="#">language features</a> to understand the content of texts (<a href="#">ACELY1733</a>)</li> </ul> <p>Year 7 Mathematics</p> <ul style="list-style-type: none"> <li>Compare, order, add and subtract integers (<a href="#">ACMNA280</a>)</li> <li>Recognise and solve problems involving simple ratios (<a href="#">ACMNA173</a>)</li> <li>Identify and investigate issues involving <a href="#">numerical data</a> collected from primary and secondary sources (<a href="#">ACMSP169</a>)</li> </ul> <p>Year 8 Mathematics</p> <ul style="list-style-type: none"> <li>Choose appropriate units of measurement for area and <a href="#">volume</a> and convert from one unit to another (<a href="#">ACMMG195</a>)</li> <li>Investigate techniques for collecting <a href="#">data</a>, including <a href="#">census</a>, sampling and observation (<a href="#">ACMSP284</a>)</li> <li>Explore the practicalities and implications of obtaining <a href="#">data</a> through sampling using a variety of investigative processes (<a href="#">ACMSP206</a>)</li> </ul> <p>Year 8 Civics and Citizenship</p> <ul style="list-style-type: none"> <li>How citizens can participate in Australia's <a href="#">democracy</a>, including use of the electoral system, contact with their elected representatives, use of lobby groups, and <a href="#">direct action</a> (<a href="#">ACHCK062</a>)</li> </ul>
<p>Game – Catchment Detox (ABC) Lower/Middle secondary <a href="http://www.catchmentdetox.net.au/">http://www.catchmentdetox.net.au/</a></p> <p><b>Stewardship</b> <b>Common Good</b> <b>Subsidiarity and Participation</b></p>	<p>Science Geography</p> <p>Economics &amp; Business</p> <p>Digital Technologies</p> <p>Design &amp; Technologies</p>	<p>Year 7 Science</p> <ul style="list-style-type: none"> <li>Water is an important resource that cycles through the <a href="#">environment</a> (<a href="#">ACSSU222</a>)</li> </ul> <p>Year 7 Geography</p> <ul style="list-style-type: none"> <li>The classification of <a href="#">environmental resources</a> and the forms that water takes as a resource (<a href="#">ACHGK037</a>)</li> <li>The ways that flows of water connect places as it moves through the <a href="#">environment</a> and the way this affects places (<a href="#">ACHGK038</a>)</li> <li>The influence of <a href="#">environmental quality</a> on the <a href="#">liveability</a> of places (<a href="#">ACHGK045</a>)</li> <li>The strategies used to enhance the <a href="#">liveability</a> of places, especially for young people, including examples from Australia and Europe (<a href="#">ACHGK047</a>)</li> <li>Analyse geographical <a href="#">data</a> and other information using qualitative and <a href="#">quantitative methods</a>, and digital and <a href="#">spatial technologies</a> as appropriate, to identify and propose explanations for spatial distributions, patterns and <a href="#">trends</a> and infer relationships (<a href="#">ACHGS051</a>)</li> </ul> <p>Year 8 Geography</p> <ul style="list-style-type: none"> <li>The human causes and effects of <a href="#">landscape</a> degradation (<a href="#">ACHGK051</a>)</li> <li>Analyse geographical <a href="#">data</a> and other information using qualitative and <a href="#">quantitative</a></li> </ul>

		<p><a href="#">methods</a>, and digital and <a href="#">spatial technologies</a> as appropriate, to identify and propose explanations for spatial distributions, patterns and <a href="#">trends</a> and infer relationships (<a href="#">ACHGS059</a>)</p> <ul style="list-style-type: none"> <li>The ways of protecting significant landscapes (<a href="#">ACHGK052</a>)</li> </ul> <p>Year 7 Economics and Business</p> <ul style="list-style-type: none"> <li>The ways consumers and <a href="#">producers</a> respond to and influence each other in the <a href="#">market</a> (<a href="#">ACHEK017</a>)</li> <li>Interpret data and information displayed in different formats to identify relationships and trends (<a href="#">ACHES023</a>)</li> <li>Generate a range of alternatives in response to an observed economic or <a href="#">business</a> issue or event, and evaluate the potential costs and benefits of each alternative (<a href="#">ACHES024</a>)</li> <li>Apply <a href="#">economics</a> and <a href="#">business</a> knowledge, skills and concepts in familiar and new situations (<a href="#">ACHES025</a>)</li> </ul> <p>Year 8 Economics and Business</p> <ul style="list-style-type: none"> <li>Interpret data and information displayed in different formats to identify relationships and trends (<a href="#">ACHES034</a>)</li> <li>Generate a range of alternatives in response to an observed economic or <a href="#">business</a> issue or event, and evaluate the potential costs and benefits of each alternative (<a href="#">ACHES035</a>)</li> <li>Apply <a href="#">economics</a> and <a href="#">business</a> knowledge, skills and concepts in familiar and new situations (<a href="#">ACHES036</a>)</li> </ul> <p>Year 7/8 Digital Technologies</p> <ul style="list-style-type: none"> <li>Analyse and visualise <a href="#">data</a> using a range of software to create information, and use structured <a href="#">data</a> to <a href="#">model</a> objects or events (<a href="#">ACTDIP026</a>)</li> </ul> <p>Year 7/8 Design and Technologies</p> <ul style="list-style-type: none"> <li>Examine and prioritise competing factors including social, ethical and sustainability considerations in the development of <a href="#">technologies</a> and <a href="#">designed solutions</a> to meet community needs for <a href="#">preferred futures</a> (<a href="#">ACTDEK029</a>)</li> <li>Investigate the ways in which products, services and environments evolve locally, regionally and globally through the creativity, innovation and <a href="#">enterprise</a> of individuals and groups (<a href="#">ACTDEK030</a>)</li> <li>Analyse how food and <a href="#">fibre</a> are produced when designing <a href="#">managed environments</a> and how these can become more <a href="#">sustainable</a> (<a href="#">ACTDEK032</a>)</li> </ul>
<p>Global Words English activities for lower secondary – particularly focused on water.  <a href="http://globalwords.edu.au/units/Sustainability_JS7_html/index.html">http://globalwords.edu.au/units/Sustainability_JS7_html/index.html</a></p>	<p>English  Science  Geography</p>	<p>Year 7 English</p> <ul style="list-style-type: none"> <li>Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (<a href="#">ACELA1782</a>)</li> <li>Understand how <a href="#">modality</a> is achieved through discriminating choices in <a href="#">modal verbs</a>, adverbs, adjectives and <a href="#">nouns</a> (<a href="#">ACELA1536</a>)</li> </ul>

**Stewardship**  
**Common Good**  
**Subsidiarity and Participation**

- Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance [ACELA1764](#)
- Compare the ways that language and images are used to create character, and to influence emotions and opinions in different [types of texts](#) [ACELT1621](#)
- Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches [ACELT1622](#)
- Analyse and explain the ways [text structures](#) and [language features](#) shape meaning and vary according to [audience](#) and purpose [ACELY1721](#)
- Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences [ACELY1724](#)
- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas [ACELY1725](#)

Year 8 English

- Apply increasing knowledge of vocabulary, [text](#) structures and [language features](#) to understand the content of texts [\(ACELY1733\)](#)

Year 7 Science

- Water is an important resource that cycles through the [environment](#) [\(ACSSU222\)](#)
- Some of Earth's resources are renewable, but others are non-renewable [\(ACSSU116\)](#)
- Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management [\(ACSHE121\)](#)
- Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge [\(AC SIS124\)](#)

Year 8 Science

- Science and [technology](#) contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations [\(ACSHE135\)](#)
- Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management [\(ACSHE136\)](#)
- Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge [\(AC SIS139\)](#)

Year 7 Geography

- The classification of [environmental resources](#) and the forms that water takes as a resource [\(ACHGK037\)](#)
- The quantity and variability of Australia's water resources compared with those in other continents [\(ACHGK039\)](#)

		<ul style="list-style-type: none"> <li>• The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (<a href="#">ACHGK040</a>)</li> <li>• The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia <u>region</u> (<a href="#">ACHGK041</a>)</li> </ul> <p>Year 7 Mathematics</p> <ul style="list-style-type: none"> <li>• Compare, order, add and subtract integers (<a href="#">ACMNA280</a>)</li> </ul> <p>Year 8 Mathematics</p> <ul style="list-style-type: none"> <li>• Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (<a href="#">ACMNA183</a>)</li> </ul>
<p>Oxfam Climate challenge (Lower secondary) <a href="http://www.oxfam.org.uk/education/resources/climate-challenge-11-14">http://www.oxfam.org.uk/education/resources/climate-challenge-11-14</a></p> <p><b>Stewardship</b> <b>Human Dignity</b> <b>Common Good</b> <b>Preferential Option for the Poor</b> <b>Subsidiarity and Participation</b> <b>Solidarity</b></p>	<p>Science</p> <p>Geography</p> <p>English</p> <p>Economics and Business</p> <p>Civics and citizenship</p> <p>Design and Technologies</p>	<p>Year 7 Science</p> <ul style="list-style-type: none"> <li>• Some of Earth’s resources are renewable, but others are non-renewable (<a href="#">ACSSU116</a>)</li> <li>• Science and <b>technology</b> contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (<a href="#">ACSHE120</a>)</li> <li>• Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (<a href="#">ACSHE121</a>)</li> </ul> <p>Year 8 Science</p> <ul style="list-style-type: none"> <li>• Science and <b>technology</b> contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (<a href="#">ACSHE135</a>)</li> <li>• Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (<a href="#">ACSHE136</a>)</li> </ul> <p>Year 7 Geography</p> <ul style="list-style-type: none"> <li>• The ways that flows of water connect places as it moves through the <b>environment</b> and the way this affects places (<a href="#">ACHGK038</a>)</li> <li>• The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (<a href="#">ACHGK040</a>)</li> <li>• The causes, impacts and responses to an atmospheric or hydrological hazard (<a href="#">ACHGK042</a>)</li> <li>• The factors that influence the decisions people make about where to live and their perceptions of the <b>liveability</b> of places (<a href="#">ACHGK043</a>)</li> <li>• The influence of <b>environmental quality</b> on the <b>liveability</b> of places (<a href="#">ACHGK045</a>)</li> <li>• Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (<a href="#">ACHGS054</a>)</li> </ul>

Year 8 Geography

- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal ([ACHGS062](#))

Year 7 English

- Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts ([ACELT1619](#))
- Use prior knowledge and [text processing strategies](#) to interpret a range of [types of texts](#) ([ACELY1722](#))
- Use [comprehension strategies](#) to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ([ACELY1723](#))

Year 8 English

- Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups ([ACELT1626](#))
- Apply increasing knowledge of vocabulary, [text](#) structures and [language features](#) to understand the content of texts ([ACELY1733](#))
- Use [comprehension strategies](#) to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the [text](#) for the [author's point of view](#) ([ACELY1734](#))

Year 7 Economics and Business

- The ways consumers and [producers](#) respond to and influence each other in the [market](#) ([ACHEK017](#))

Year 8 Economics and Business

- Influences on the ways people work and factors that might affect work in the future ([ACHEK031](#))

Year 7 Civics and Citizenship

- Appreciate multiple perspectives and use strategies to mediate differences ([ACHCS057](#))

Year 8 Civics and Citizenship

- Appreciate multiple perspectives and use strategies to mediate differences ([ACHCS071](#))

Year 7/8 Design and Technologies

- Examine and prioritise competing factors including social, ethical and sustainability considerations in the development of [technologies](#) and [designed solutions](#) to meet



		<p>community needs for <a href="#">preferred futures (ACTDEK029)</a></p> <ul style="list-style-type: none"> <li>Investigate the ways in which products, services and environments evolve locally, regionally and globally through the creativity, innovation and <a href="#">enterprise</a> of individuals and groups (<a href="#">ACTDEK030</a>)</li> <li>Analyse how food and <a href="#">fibre</a> are produced when designing <a href="#">managed environments</a> and how these can become more <a href="#">sustainable (ACTDEK032)</a></li> </ul>
<p>Exploring transport and climate change. Assessing transport patterns around school  <a href="http://www.sustainableschools.sa.edu.au/pages/assess-teach/40284/">http://www.sustainableschools.sa.edu.au/pages/assess-teach/40284/</a></p> <p><b>Stewardship</b>  <b>Common Good</b>  <b>Subsidiarity and Participation</b></p>	<p>Science  Geography</p>	<p>Year 7 Geography</p> <ul style="list-style-type: none"> <li>The influence of <a href="#">environmental quality</a> on the <a href="#">liveability</a> of places (<a href="#">ACHGK045</a>)</li> <li>Collect, select and record relevant geographical <a href="#">data</a> and information, using <a href="#">ethical protocols</a>, from appropriate primary and <a href="#">secondary sources (ACHGS048)</a></li> <li>Represent the <a href="#">spatial distribution</a> of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using <a href="#">spatial technologies</a> as appropriate (<a href="#">ACHGS050</a>)</li> <li>Analyse geographical <a href="#">data</a> and other information using qualitative and <a href="#">quantitative methods</a>, and digital and <a href="#">spatial technologies</a> as appropriate, to identify and propose explanations for spatial distributions, patterns and <a href="#">trends</a> and infer relationships (<a href="#">ACHGS051</a>)</li> <li>Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (<a href="#">ACHGS053</a>)</li> </ul> <p>Year 8 Geography</p> <ul style="list-style-type: none"> <li>The human causes and effects of <a href="#">landscape degradation (ACHGK051)</a></li> <li>Collect, select and record relevant geographical <a href="#">data</a> and information, using <a href="#">ethical protocols</a>, from appropriate primary and <a href="#">secondary sources (ACHGS056)</a></li> <li>Represent the <a href="#">spatial distribution</a> of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using <a href="#">spatial technologies</a> as appropriate (<a href="#">ACHGS058</a>)</li> <li>Analyse geographical <a href="#">data</a> and other information using qualitative and <a href="#">quantitative methods</a>, and digital and <a href="#">spatial technologies</a> as appropriate, to identify and propose explanations for spatial distributions, patterns and <a href="#">trends</a> and infer relationships (<a href="#">ACHGS059</a>)</li> <li>Apply geographical concepts to draw conclusions based on the analysis of the <a href="#">data</a> and information collected (<a href="#">ACHGS060</a>)</li> <li>Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (<a href="#">ACHGS061</a>)</li> </ul> <p>Year 7 Science</p> <ul style="list-style-type: none"> <li>Science and <a href="#">technology</a> contribute to finding solutions to a range of contemporary issues;</li> </ul>

		<p>these solutions may impact on other areas of society and involve ethical considerations (<a href="#">ACSHE120</a>)</p> <ul style="list-style-type: none"> <li>• Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (<a href="#">ACSHE121</a>)</li> <li>• People use understanding and skills from across the disciplines of science in their occupations (<a href="#">ACSHE224</a>)</li> <li>• Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (<a href="#">ACSIS124</a>)</li> <li>• Collaboratively and individually plan and conduct a range of <a href="#">investigation</a> types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (<a href="#">ACSIS125</a>)</li> <li>• Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate (ACSIS129)</li> <li>• Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions (ACSIS130)</li> <li>• Use scientific knowledge and findings from investigations to evaluate claims (ACSIS132)</li> </ul> <p>Year 8 Science</p> <ul style="list-style-type: none"> <li>• Science and <a href="#">technology</a> contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (<a href="#">ACSHE135</a>)</li> <li>• Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (<a href="#">ACSHE136</a>)</li> <li>• People use understanding and skills from across the disciplines of science in their occupations (<a href="#">ACSHE227</a>)</li> <li>• Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (<a href="#">ACSIS139</a>)</li> <li>• Collaboratively and individually plan and conduct a range of <a href="#">investigation</a> types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (<a href="#">ACSIS140</a>)</li> <li>• Summarise <a href="#">data</a>, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions (<a href="#">ACSIS145</a>)</li> <li>• Use scientific knowledge and findings from investigations to <a href="#">evaluate</a> claims (<a href="#">ACSIS234</a>)</li> </ul> <p>Year 7 English</p> <ul style="list-style-type: none"> <li>• Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)</li> <li>• Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)</li> </ul>
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		<p>Year 8 English</p> <ul style="list-style-type: none"> <li>Apply increasing knowledge of vocabulary, <a href="#">text</a> structures and <a href="#">language features</a> to understand the content of texts (<a href="#">ACELY1733</a>)</li> </ul> <p>Year 7 Mathematics</p> <ul style="list-style-type: none"> <li>Compare, order, add and subtract integers (<a href="#">ACMNA280</a>) Recognise and solve problems involving simple ratios (<a href="#">ACMNA173</a>)</li> <li>Identify and investigate issues involving <a href="#">numerical data</a> collected from primary and secondary sources (<a href="#">ACMSP169</a>)</li> </ul> <p>Year 8 Mathematics</p> <ul style="list-style-type: none"> <li>Choose appropriate units of measurement for area and <a href="#">volume</a> and convert from one unit to another (<a href="#">ACMMG195</a>)</li> <li>Investigate techniques for collecting <a href="#">data</a>, including <a href="#">census</a>, sampling and observation (<a href="#">ACMSP284</a>)</li> <li>Explore the practicalities and implications of obtaining <a href="#">data</a> through sampling using a variety of investigative processes (<a href="#">ACMSP206</a>)</li> </ul> <p>Year 8 Civics and Citizenship</p> <ul style="list-style-type: none"> <li>How citizens can participate in Australia’s <a href="#">democracy</a>, including use of the electoral system, contact with their elected representatives, use of lobby groups, and <a href="#">direct action</a> (<a href="#">ACHCK062</a>)</li> </ul>
<p>A Silent Tsunami (food security) [Download available] <a href="http://www.globaleducation.edu.au/publications/a-silent-tsunami.html">http://www.globaleducation.edu.au/publications/a-silent-tsunami.html</a></p> <p><b>Stewardship</b> <b>Human Dignity</b> <b>Common Good</b> <b>Preferential Option for the Poor</b> <b>Subsidiarity and Participation</b> <b>Solidarity</b></p>	<p>Science Geography</p>	<p>Year 7 Science</p> <ul style="list-style-type: none"> <li>Some of Earth’s resources are renewable, but others are non-renewable (<a href="#">ACSSU116</a>)</li> <li>Water is an important resource that cycles through the <a href="#">environment</a> (<a href="#">ACSSU222</a>)</li> <li>Science and <a href="#">technology</a> contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (<a href="#">ACSHE120</a>)</li> <li>Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (<a href="#">ACSHE121</a>)</li> <li>Summarise <a href="#">data</a>, from students’ own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions (<a href="#">ACSI130</a>)</li> </ul> <p>Year 8 Science</p> <ul style="list-style-type: none"> <li>Scientific knowledge changes as new <a href="#">evidence</a> becomes available, and some scientific discoveries have significantly changed people’s understanding of the world (<a href="#">ACSHE134</a>)</li> </ul>

- Science and [technology](#) contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations ([ACSHE135](#))
- Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management ([ACSHE136](#))

#### Year 7 Geography

- The classification of [environmental resources](#) and the forms that water takes as a resource ([ACHGK037](#))
- The ways that flows of water connect places as it moves through the [environment](#) and the way this affects places ([ACHGK038](#))
- The quantity and variability of Australia's water resources compared with those in other continents ([ACHGK039](#))
- The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa ([ACHGK040](#))
- The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region ([ACHGK041](#))
- Analyse geographical [data](#) and other information using qualitative and [quantitative methods](#), and digital and [spatial technologies](#) as appropriate, to identify and propose explanations for spatial distributions, patterns and [trends](#) and infer relationships ([ACHGS051](#))
- Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate ([ACHGS053](#))
- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal ([ACHGS054](#))

#### Year 8 Geography

- The human causes and effects of [landscape degradation](#) ([ACHGK051](#))
- The ways of protecting significant landscapes ([ACHGK052](#))
- Represent the [spatial distribution](#) of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using [spatial technologies](#) as appropriate ([ACHGS058](#))
- Analyse geographical [data](#) and other information using qualitative and [quantitative methods](#), and digital and [spatial technologies](#) as appropriate, to identify and propose explanations for spatial distributions, patterns and [trends](#) and infer relationships ([ACHGS059](#))
- Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate ([ACHGS061](#))

- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal ([ACHGS062](#))

#### Year 7 English

- Use prior knowledge and [text processing strategies](#) to interpret a range of [types of texts](#) ([ACELY1722](#))
- Use [comprehension strategies](#) to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ([ACELY1723](#))

#### Year 8 English

- Apply increasing knowledge of vocabulary, [text](#) structures and [language features](#) to understand the content of texts ([ACELY1733](#))

#### Year 7 Mathematics

- Compare, order, add and subtract integers ([ACMNA280](#))
- Identify and investigate issues involving [numerical data](#) collected from primary and secondary sources ([ACMSP169](#))
- Construct and compare a range of [data](#) displays including stem-and-leaf plots and dot plots ([ACMSP170](#))

#### Year 8 Mathematics

- Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies ([ACMNA183](#))

#### Year 7 Economics and Business

- The ways consumers and [producers](#) respond to and influence each other in the [market](#) ([ACHEK017](#))
- Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives ([ACHEK018](#))
- Characteristics of entrepreneurs and successful businesses ([ACHEK019](#))
- Why individuals work, types of work and how people derive an income ([ACHEK020](#))
- Generate a range of alternatives in response to an observed economic or [business](#) issue or event, and evaluate the potential costs and benefits of each alternative ([ACHES024](#))
- Apply [economics](#) and [business](#) knowledge, skills and concepts in familiar and new situations ([ACHES025](#))

#### Year 8 Economics and Business

- The ways markets operate in Australia and why they may be influenced by government ([ACHEK027](#))
- Influences on the ways people work and factors that might affect work in the future ([ACHEK031](#))

		<ul style="list-style-type: none"> <li>• Generate a range of alternatives in response to an observed economic or <a href="#">business</a> issue or event, and evaluate the potential costs and benefits of each alternative (<a href="#">ACHES035</a>)</li> </ul>
<p>Food For All?  <a href="http://www.globaleducation.edu.au/publications/food-for-all.html">http://www.globaleducation.edu.au/publications/food-for-all.html</a></p> <p><b>Stewardship</b>  <b>Human Dignity</b>  <b>Common Good</b>  <b>Preferential Option for the Poor</b>  <b>Subsidiarity and Participation</b>  <b>Solidarity</b></p>	<p>Science  Geography</p>	<p>Year 7 Science</p> <ul style="list-style-type: none"> <li>• Some of Earth’s resources are renewable, but others are non-renewable (<a href="#">ACSSU116</a>) Water is an important resource that cycles through the <a href="#">environment</a> (<a href="#">ACSSU222</a>)</li> </ul> <p>Year 7 Geography</p> <ul style="list-style-type: none"> <li>• The classification of <a href="#">environmental resources</a> and the forms that water takes as a resource (<a href="#">ACHGK037</a>)</li> <li>• The ways that flows of water connect places as it moves through the <a href="#">environment</a> and the way this affects places (<a href="#">ACHGK038</a>)</li> <li>• The quantity and variability of Australia’s water resources compared with those in other continents (<a href="#">ACHGK039</a>)</li> <li>• The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (<a href="#">ACHGK040</a>)</li> <li>• The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia <a href="#">region</a> (<a href="#">ACHGK041</a>)</li> </ul> <p>Year 8 Geography</p> <ul style="list-style-type: none"> <li>• The human causes and effects of <a href="#">landscape</a> degradation (<a href="#">ACHGK051</a>)</li> <li>• The ways of protecting significant landscapes (<a href="#">ACHGK052</a>)</li> </ul>
<p>All’s Well: Exploring the world of water  [Download available]  <a href="http://www.globaleducation.edu.au/publications/allswell.html">http://www.globaleducation.edu.au/publications/allswell.html</a></p> <p><b>Stewardship</b>  <b>Human Dignity</b>  <b>Common Good</b>  <b>Preferential Option for the Poor</b>  <b>Subsidiarity and Participation</b>  <b>Solidarity</b></p>	<p>English  Mathematics  Science  Geography  Economics and Business  Civics and Citizenship</p>	<p>Year 7 English</p> <ul style="list-style-type: none"> <li>• Analyse how <a href="#">point of view</a> is generated in visual texts by means of choices, for example gaze, angle and social distance (<a href="#">ACELA1764</a>)</li> <li>• Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (<a href="#">ACELT1619</a>)</li> <li>• Use prior knowledge and <a href="#">text processing strategies</a> to interpret a range of <a href="#">types of texts</a> (<a href="#">ACELY1722</a>)</li> <li>• Use <a href="#">comprehension strategies</a> to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (<a href="#">ACELY1723</a>)</li> </ul> <p>Year 8 English</p> <ul style="list-style-type: none"> <li>• Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (<a href="#">ACELT1807</a>)</li> <li>• Apply increasing knowledge of vocabulary, <a href="#">text</a> structures and <a href="#">language features</a> to understand the content of texts (<a href="#">ACELY1733</a>)</li> </ul>

	Design and Technologies	<ul style="list-style-type: none"> <li>• Use <a href="#">comprehension strategies</a> to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the <a href="#">text</a> for the <a href="#">author's point of view</a> (ACELY1734)</li> </ul> <p>Year 7 Mathematics</p> <ul style="list-style-type: none"> <li>• Compare, order, add and subtract integers (ACMNA280)</li> <li>• Find percentages of quantities and express one quantity as a <a href="#">percentage</a> of another, with and without digital technologies. (ACMNA158)</li> <li>• Identify and investigate issues involving <a href="#">numerical data</a> collected from primary and secondary sources (ACMSP169)</li> <li>• Construct and compare a range of <a href="#">data</a> displays including stem-and-leaf plots and dot plots (ACMSP170)</li> </ul> <p>Year 8 Mathematics</p> <ul style="list-style-type: none"> <li>• Choose appropriate units of measurement for area and volume and convert from one unit to another (ACMMG195)</li> </ul> <p>Year 7 Science</p> <ul style="list-style-type: none"> <li>• Some of Earth's resources are renewable, but others are non-renewable (ACSSU116)</li> <li>• Water is an important resource that cycles through the environment (ACSSU222)</li> <li>• Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations(ACSHE120)</li> <li>• Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management(ACSHE121)</li> <li>• Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (AC SIS124)</li> <li>• Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (AC SIS125)</li> <li>• In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task (AC SIS126)</li> <li>• Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate</li> <li>• Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions (AC SIS130)</li> <li>• Use scientific knowledge and findings from investigations to evaluate claims (AC SIS132)</li> </ul>
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#### Year 8 Science

- Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSHE135)
- Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (ACSHE136)
- Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (ACSIS139)
- Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSIS140)
- Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate (ACSIS144)
- Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions (ACSIS145)
- Use scientific knowledge and findings from investigations to evaluate claims (ACSIS234)

#### Year 7 Geography

- The classification of environmental resources and the forms that water takes as a resource (ACHGK037)
- The ways that flows of water connect places as it moves through the environment and the way this affects places (ACHGK038)
- The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)
- The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)
- The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)
- The influence of accessibility to services and facilities on the liveability of places (ACHGK044)
- The influence of environmental quality on the liveability of places (ACHGK045)
- Evaluate sources for their reliability and usefulness and represent [data](#) in a range of appropriate forms, for example, [climate](#) graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and [spatial technologies](#) (ACHGS049)
- Represent the [spatial distribution](#) of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using [spatial technologies](#) as appropriate (ACHGS050)
- Analyse geographical [data](#) and other information using qualitative and [quantitative](#)



[methods](#), and digital and [spatial technologies](#) as appropriate, to identify and propose explanations for spatial distributions, patterns and [trends](#) and infer relationships ([ACHGS051](#))

- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal ([ACHGS054](#))

#### Year 8 Geography

- The human causes and effects of [landscape](#) degradation ([ACHGK051](#))
- The causes and consequences of [urbanisation](#), drawing on a study from Indonesia, or another country of the Asia [region](#) ([ACHGK054](#))
- The management and planning of Australia's urban future ([ACHGK059](#))
- Evaluate sources for their reliability and usefulness and represent [data](#) in a range of appropriate forms, for example, [climate](#) graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and [spatial technologies](#) ([ACHGS057](#))
- Represent the [spatial distribution](#) of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using [spatial technologies](#) as appropriate ([ACHGS058](#))
- Analyse geographical [data](#) and other information using qualitative and [quantitative methods](#), and digital and [spatial technologies](#) as appropriate, to identify and propose explanations for spatial distributions, patterns and [trends](#) and infer relationships ([ACHGS059](#))
- Apply geographical concepts to draw conclusions based on the analysis of the [data](#) and information collected ([ACHGS060](#))
- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal ([ACHGS062](#))

#### Year 7 Economics and Business

- The ways consumers and [producers](#) respond to and influence each other in the [market](#) ([ACHEK017](#))

#### Year 7 Civics and Citizenship

- The key features of government under the Australian [Constitution](#) with a focus on: the [separation of powers](#), the roles of the Houses of Parliament, and the [division of powers](#) ([ACHCK048](#))
- Reflect on their role as a [citizen](#) in Australia's [democracy](#) ([ACHCS060](#))

#### Year 8 Civics and Citizenship

- 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](#)

		<p><a href="#">(ACHCK062)</a></p> <ul style="list-style-type: none"> <li>Reflect on their role as a <a href="#">citizen</a> in Australia's <a href="#">democracy (ACHCS074)</a></li> </ul> <p>Year 7/8 Design and Technologies</p> <ul style="list-style-type: none"> <li>Examine and prioritise competing factors including social, ethical and sustainability considerations in the development of <a href="#">technologies</a> and <a href="#">designed solutions</a> to meet community needs for <a href="#">preferred futures (ACTDEK029)</a></li> <li>Investigate the ways in which products, services and environments evolve locally, regionally and globally through the creativity, innovation and <a href="#">enterprise</a> of individuals and groups <a href="#">(ACTDEK030)</a></li> <li>Analyse ways to produce <a href="#">designed solutions</a> through selecting and combining <a href="#">characteristics</a> and <a href="#">properties</a> of <a href="#">materials</a>, <a href="#">systems</a>, <a href="#">components</a>, <a href="#">tools</a> and <a href="#">equipment (ACTDEK034)</a></li> <li>Critique needs or opportunities for designing and investigate, analyse and select from a range of <a href="#">materials</a>, <a href="#">components</a>, <a href="#">tools</a>, <a href="#">equipment</a> and processes to develop design ideas <a href="#">(ACTDEP035)</a></li> </ul>
<p>Looking at forests  <a href="http://www.globaleducation.edu.au/publications/looking-at-forests.html">http://www.globaleducation.edu.au/publications/looking-at-forests.html</a></p> <p><b>Stewardship</b>  <b>Common Good</b>  <b>Solidarity</b></p>	<p>Science  Geography  English  Mathematics  Economics and  Business</p>	<p>Year 7 Science</p> <ul style="list-style-type: none"> <li>Some of Earth's resources are renewable, but others are non-renewable <a href="#">(ACSSU116)</a></li> <li>Water is an important resource that cycles through the <a href="#">environment (ACSSU222)</a></li> <li>Science and <a href="#">technology</a> contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations <a href="#">(ACSHE120)</a></li> <li>Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management <a href="#">(ACSHE121)</a></li> </ul> <p>Year 8 Science</p> <ul style="list-style-type: none"> <li>Scientific knowledge changes as new <a href="#">evidence</a> becomes available, and some scientific discoveries have significantly changed people's understanding of the world <a href="#">(ACSHE134)</a></li> <li>Science and <a href="#">technology</a> contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations <a href="#">(ACSHE135)</a></li> <li>Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management <a href="#">(ACSHE136)</a></li> </ul> <p>Year 7 Geography</p> <ul style="list-style-type: none"> <li>The classification of <a href="#">environmental resources</a> and the forms that water takes as a resource <a href="#">(ACHGK037)</a></li> <li>The ways that flows of water connect places as it moves through the <a href="#">environment</a> and the way this affects places <a href="#">(ACHGK038)</a></li> </ul>

- Analyse geographical [data](#) and other information using qualitative and [quantitative methods](#), and digital and [spatial technologies](#) as appropriate, to identify and propose explanations for spatial distributions, patterns and [trends](#) and infer relationships ([ACHGS051](#))
- Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate ([ACHGS053](#))
- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal ([ACHGS054](#))

#### Year 8 Geography

- The human causes and effects of [landscape degradation](#) ([ACHGK051](#))
- The ways of protecting significant landscapes ([ACHGK052](#))
- Represent the [spatial distribution](#) of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using [spatial technologies](#) as appropriate ([ACHGS058](#))
- Analyse geographical [data](#) and other information using qualitative and [quantitative methods](#), and digital and [spatial technologies](#) as appropriate, to identify and propose explanations for spatial distributions, patterns and [trends](#) and infer relationships ([ACHGS059](#))
- Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate ([ACHGS061](#))
- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal ([ACHGS062](#))

#### Year 7 English

- Use prior knowledge and [text processing strategies](#) to interpret a range of [types of texts](#) ([ACELY1722](#))
- Use [comprehension strategies](#) to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ([ACELY1723](#))

#### Year 8 English

- Apply increasing knowledge of vocabulary, [text](#) structures and [language features](#) to understand the content of texts ([ACELY1733](#))

#### Year 7 Mathematics

- Compare, order, add and subtract integers ([ACMNA280](#))
- Identify and investigate issues involving [numerical data](#) collected from primary and secondary sources ([ACMSP169](#))

		<p>Year 8 Mathematics</p> <ul style="list-style-type: none"> <li>Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (<a href="#">ACMNA183</a>)</li> </ul> <p>Year 7 Economics and Business</p> <ul style="list-style-type: none"> <li>The ways consumers and <a href="#">producers</a> respond to and influence each other in the <a href="#">market</a> (<a href="#">ACHEK017</a>)</li> <li>Generate a range of alternatives in response to an observed economic or <a href="#">business</a> issue or event, and evaluate the potential costs and benefits of each alternative (<a href="#">ACHES024</a>)</li> </ul> <p>Year 8 Economics and Business</p> <ul style="list-style-type: none"> <li>The ways markets operate in Australia and why they may be influenced by government (<a href="#">ACHEK027</a>)</li> <li>Influences on the ways people work and factors that might affect work in the future (<a href="#">ACHEK031</a>)</li> <li>Generate a range of alternatives in response to an observed economic or <a href="#">business</a> issue or event, and evaluate the potential costs and benefits of each alternative (<a href="#">ACHES035</a>)</li> </ul>
<p>Water and the World [Download available] <a href="http://www.globaleducation.edu.au/publications/water-and-the-world.html">http://www.globaleducation.edu.au/publications/water-and-the-world.html</a></p> <p><b>Stewardship</b> <b>Human Dignity</b> <b>Common Good</b> <b>Preferential Option for the Poor</b> <b>Subsidiarity and Participation</b> <b>Solidarity</b></p>	<p>Science Geography English Mathematics Economics and Business</p>	<p>Year 7 Science</p> <ul style="list-style-type: none"> <li>Some of Earth’s resources are renewable, but others are non-renewable (<a href="#">ACSSU116</a>)</li> <li>Water is an important resource that cycles through the <a href="#">environment</a> (<a href="#">ACSSU222</a>)</li> <li>Science and <a href="#">technology</a> contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (<a href="#">ACSHE120</a>)</li> <li>Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (<a href="#">ACSHE121</a>)</li> <li>Summarise <a href="#">data</a>, from students’ own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions (<a href="#">AC SIS130</a>)</li> </ul> <p>Year 8 Science</p> <ul style="list-style-type: none"> <li>Scientific knowledge changes as new <a href="#">evidence</a> becomes available, and some scientific discoveries have significantly changed people’s understanding of the world (<a href="#">ACSHE134</a>)</li> <li>Science and <a href="#">technology</a> contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (<a href="#">ACSHE135</a>)</li> <li>Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (<a href="#">ACSHE136</a>)</li> </ul> <p>Year 7 Geography</p>

- The classification of environmental resources and the forms that water takes as a resource ([ACHGK037](#))
- The ways that flows of water connect places as it moves through the environment and the way this affects places ([ACHGK038](#))
- The quantity and variability of Australia's water resources compared with those in other continents ([ACHGK039](#))
- The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa ([ACHGK040](#))
- The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region ([ACHGK041](#))
- Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships ([ACHGS051](#))
- Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate ([ACHGS053](#))
- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal ([ACHGS054](#))

#### Year 8 Geography

- The human causes and effects of landscape degradation ([ACHGK051](#))
- The ways of protecting significant landscapes ([ACHGK052](#))
- Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate ([ACHGS058](#))
- Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships ([ACHGS059](#))
- Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate ([ACHGS061](#))
- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal ([ACHGS062](#))

#### Year 7 English

- Use prior knowledge and text processing strategies to interpret a range of types of texts ([ACELY1722](#))
- Use comprehension strategies to interpret, analyse and synthesise ideas and information,

		<p>critiquing ideas and issues from a variety of textual sources (<a href="#">ACELY1723</a>)</p> <ul style="list-style-type: none"> <li>• <a href="#">Create</a> literary texts that adapt <a href="#">stylistic features</a> encountered in other texts, for example, <a href="#">narrative</a> viewpoint, structure of stanzas, contrast and <a href="#">juxtaposition</a> (<a href="#">ACELT1625</a>)</li> <li>• Experiment with <a href="#">text</a> structures and <a href="#">language features</a> and their effects in <a href="#">creating</a> literary texts, for example, using rhythm, sound effects, monologue, <a href="#">layout</a>, navigation and colour (<a href="#">ACELT1805</a>)</li> <li>• Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of <a href="#">subject</a> matter and particular language, visual, and audio features to convey information and ideas (<a href="#">ACELY1725</a>)</li> <li>• Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (<a href="#">ACELY1726</a>)</li> </ul> <p>Year 8 English</p> <ul style="list-style-type: none"> <li>• Apply increasing knowledge of vocabulary, <a href="#">text</a> structures and <a href="#">language features</a> to understand the content of texts (<a href="#">ACELY1733</a>)</li> <li>• <a href="#">Create</a> literary texts that draw upon <a href="#">text</a> structures and <a href="#">language features</a> of other texts for particular purposes and effects (<a href="#">ACELT1632</a>)</li> <li>• <a href="#">Create</a> imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (<a href="#">ACELY1736</a>)</li> </ul> <p>Year 7 Mathematics</p> <ul style="list-style-type: none"> <li>• Compare, order, add and subtract integers (<a href="#">ACMNA280</a>)</li> <li>• Identify and investigate issues involving <a href="#">numerical data</a> collected from primary and secondary sources (<a href="#">ACMSP169</a>)</li> <li>• Construct and compare a range of <a href="#">data</a> displays including stem-and-leaf plots and dot plots (<a href="#">ACMSP170</a>)</li> </ul> <p>Year 8 Mathematics</p> <ul style="list-style-type: none"> <li>• Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (<a href="#">ACMNA183</a>)</li> </ul> <p>Year 7 Economics and Business</p> <ul style="list-style-type: none"> <li>• The ways consumers and <a href="#">producers</a> respond to and influence each other in the <a href="#">market</a> (<a href="#">ACHEK017</a>)</li> </ul>
<p>Water for Life [Download available] <a href="http://www.globaleducation.edu.au/publications/water-for-life.html">http://www.globaleducation.edu.au/publications/water-for-life.html</a></p>	<p>Science Geography</p>	<p>Year 7 English</p> <ul style="list-style-type: none"> <li>• Analyse how <a href="#">point of view</a> is generated in visual texts by means of choices, for example gaze, angle and social distance (<a href="#">ACELA1764</a>)</li> <li>• Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural</li> </ul>

**Stewardship**  
**Human Dignity**  
**Common Good**  
**Preferential Option for the Poor**  
**Subsidiarity and Participation**  
**Solidarity**

contexts ([ACELT1619](#))

- Use prior knowledge and [text processing strategies](#) to interpret a range of [types of texts](#) ([ACELY1722](#))
- Use [comprehension strategies](#) to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ([ACELY1723](#))

Year 8 English

- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ([ACELT1807](#))
- Apply increasing knowledge of vocabulary, [text](#) structures and [language features](#) to understand the content of texts ([ACELY1733](#))
- Use [comprehension strategies](#) to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the [text](#) for the [author's point of view](#) ([ACELY1734](#))

Year 7 Mathematics

- Compare, order, add and subtract integers ([ACMNA280](#))
- Find percentages of quantities and express one quantity as a [percentage](#) of another, with and without digital technologies. ([ACMNA158](#))
- Identify and investigate issues involving [numerical data](#) collected from primary and secondary sources ([ACMSP169](#))
- Construct and compare a range of [data](#) displays including stem-and-leaf plots and dot plots ([ACMSP170](#))

Year 8 Mathematics

- Choose appropriate units of measurement for area and [volume](#) and convert from one unit to another ([ACMMG195](#))

Year 7 Science

- Some of Earth's resources are renewable, but others are non-renewable ([ACSSU116](#))
- Water is an important resource that cycles through the [environment](#) ([ACSSU222](#))
- Science and [technology](#) contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations([ACSHE120](#))
- Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management([ACSHE121](#))
- Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge ([AC SIS124](#))
- Collaboratively and individually plan and conduct a range of [investigation](#) types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed ([AC SIS125](#))

- In fair tests, measure and control variables, and select equipment to collect [data](#) with accuracy appropriate to the task ([AC SIS126](#))
- Construct and use a range of representations, including graphs, keys and models to represent and [analyse](#) patterns or relationships, including using [digital technologies](#) as appropriate
- Summarise [data](#), from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions ([AC SIS130](#))
- Use scientific knowledge and findings from investigations to [evaluate](#) claims ([AC SIS132](#))

#### Year 8 Science

- Science and [technology](#) contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations ([AC SHE135](#))
- Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management ([AC SHE136](#))
- Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge ([AC SIS139](#))
- Collaboratively and individually plan and conduct a range of [investigation](#) types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed ([AC SIS140](#))
- Construct and use a range of representations, including graphs, keys and models to represent and [analyse](#) patterns or relationships, including using [digital technologies](#) as appropriate ([AC SIS144](#))
- Summarise [data](#), from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions ([AC SIS145](#))
- Use scientific knowledge and findings from investigations to [evaluate](#) claims ([AC SIS234](#))

#### Year 7 Geography

- The classification of [environmental resources](#) and the forms that water takes as a resource ([ACH GK037](#))
- The ways that flows of water connect places as it moves through the environment and the way this affects places ([ACH GK038](#))
- The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa ([ACH GK040](#))
- The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia [region](#) ([ACH GK041](#))
- The factors that influence the decisions people make about where to live and their perceptions of the [liveability](#) of places ([ACH GK043](#))
- The influence of accessibility to services and facilities on the [liveability](#) of places ([ACH GK044](#))
- The influence of [environmental quality](#) on the [liveability](#) of places ([ACH GK045](#))



- Evaluate sources for their reliability and usefulness and represent [data](#) in a range of appropriate forms, for example, [climate](#) graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and [spatial technologies](#) ([ACHGS049](#))
- Represent the [spatial distribution](#) of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using [spatial technologies](#) as appropriate ([ACHGS050](#))
- Analyse geographical [data](#) and other information using qualitative and [quantitative methods](#), and digital and [spatial technologies](#) as appropriate, to identify and propose explanations for spatial distributions, patterns and [trends](#) and infer relationships ([ACHGS051](#))
- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal ([ACHGS054](#))

#### Year 8 Geography

- The human causes and effects of [landscape](#) degradation ([ACHGK051](#))
- The causes and consequences of [urbanisation](#), drawing on a study from Indonesia, or another country of the Asia [region](#) ([ACHGK054](#))
- The management and planning of Australia's urban future ([ACHGK059](#))
- Evaluate sources for their reliability and usefulness and represent [data](#) in a range of appropriate forms, for example, [climate](#) graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and [spatial technologies](#) ([ACHGS057](#))
- Represent the [spatial distribution](#) of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using [spatial technologies](#) as appropriate ([ACHGS058](#))
- Analyse geographical [data](#) and other information using qualitative and [quantitative methods](#), and digital and [spatial technologies](#) as appropriate, to identify and propose explanations for spatial distributions, patterns and [trends](#) and infer relationships ([ACHGS059](#))
- Apply geographical concepts to draw conclusions based on the analysis of the [data](#) and information collected ([ACHGS060](#))
- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal ([ACHGS062](#))

#### Year 7 Economics and Business

- The ways consumers and [producers](#) respond to and influence each other in the [market](#) ([ACHEK017](#))

#### Year 7 Civics and Citizenship

		<ul style="list-style-type: none"> <li>• The key features of government under the Australian <a href="#">Constitution</a> with a focus on: the <a href="#">separation of powers</a>, the roles of the Houses of Parliament, and the <a href="#">division of powers (ACHCK048)</a></li> <li>• Reflect on their role as a <a href="#">citizen</a> in Australia's <a href="#">democracy (ACHCS060)</a></li> </ul> <p>Year 8 Civics and Citizenship</p> <ul style="list-style-type: none"> <li>• How citizens can participate in Australia's <a href="#">democracy</a>, including use of the electoral system, contact with their elected representatives, use of lobby groups, and <a href="#">direct action (ACHCK062)</a></li> <li>• Reflect on their role as a <a href="#">citizen</a> in Australia's <a href="#">democracy (ACHCS074)</a></li> </ul> <p>Year 7/8 Design and Technologies</p> <ul style="list-style-type: none"> <li>• Examine and prioritise competing factors including social, ethical and sustainability considerations in the development of <a href="#">technologies</a> and <a href="#">designed solutions</a> to meet community needs for <a href="#">preferred futures (ACTDEK029)</a></li> <li>• Investigate the ways in which products, services and environments evolve locally, regionally and globally through the creativity, innovation and <a href="#">enterprise</a> of individuals and groups <a href="#">(ACTDEK030)</a></li> <li>• Analyse ways to produce <a href="#">designed solutions</a> through selecting and combining <a href="#">characteristics</a> and <a href="#">properties</a> of <a href="#">materials</a>, <a href="#">systems</a>, <a href="#">components</a>, <a href="#">tools</a> and <a href="#">equipment (ACTDEK034)</a></li> <li>• Critique needs or opportunities for designing and investigate, analyse and select from a range of <a href="#">materials</a>, <a href="#">components</a>, <a href="#">tools</a>, <a href="#">equipment</a> and processes to develop design ideas <a href="#">(ACTDEP035)</a></li> </ul>
<p>Feral Focus – short and longer activities, including online activities. Link to Humanities, Science, History <a href="http://www.feralfocus.org.au/">http://www.feralfocus.org.au/</a></p> <p><b>Stewardship</b> <b>Common Good</b></p>	<p>Science Geography</p>	<p>Year 7 Science</p> <ul style="list-style-type: none"> <li>• Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions <a href="#">(ACSSU112)</a></li> <li>• Science and <a href="#">technology</a> contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations <a href="#">(ACSHE120)</a></li> <li>• Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management <a href="#">(ACSHE121)</a></li> </ul> <p>Year 8 Science</p> <ul style="list-style-type: none"> <li>• Science and <a href="#">technology</a> contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations <a href="#">(ACSHE135)</a></li> <li>• Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management <a href="#">(ACSHE136)</a></li> </ul>

		<p>Year 8 Geography</p> <ul style="list-style-type: none"> <li>The human causes and effects of <a href="#">landscape</a> degradation (<a href="#">ACHGK051</a>)</li> </ul> <p>Year 7/8 Economics and Business</p> <ul style="list-style-type: none"> <li>Generate a range of alternatives in response to an observed economic or <a href="#">business</a> issue or event, and evaluate the potential costs and benefits of each alternative (<a href="#">ACHES024</a>)</li> </ul> <p>Year 7 English</p> <ul style="list-style-type: none"> <li>Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (<a href="#">ACELT1619</a>)</li> <li>Use interaction skills when discussing and presenting ideas and information, selecting body language, <a href="#">voice</a> qualities and other elements, (for example music and sound) to add interest and meaning (<a href="#">ACELY1804</a>)</li> <li>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a <a href="#">point of view</a> or enable a new way of seeing</li> <li>Use prior knowledge and <a href="#">text processing strategies</a> to interpret a range of <a href="#">types of texts</a> (<a href="#">ACELY1722</a>)</li> <li>Use <a href="#">comprehension strategies</a> to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (<a href="#">ACELY1723</a>)</li> </ul>
<p>This document shows how growing a kitchen garden at school supports various AC Science outcomes:  <a href="http://efsmoodlesa.net.au/pluginfile.php/523/mod_glossary/attachment/5/Food%20gardens%20and%20science%20links.pdf">http://efsmoodlesa.net.au/pluginfile.php/523/mod_glossary/attachment/5/Food%20gardens%20and%20science%20links.pdf</a></p> <p><b>Stewardship</b>  <b>Common Good</b>  <b>Subsidiarity and Participation</b></p>		<p>Year 7 Science</p> <ul style="list-style-type: none"> <li>There are differences within and between groups of organisms; classification helps organise this diversity (<a href="#">ACSSU111</a>)</li> <li>Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (<a href="#">ACSSU112</a>)</li> <li>Water is an important resource that cycles through the <a href="#">environment</a> (<a href="#">ACSSU222</a>)</li> </ul>
<p>Middle Secondary (9-10)</p>		
<p>Game – Catchment Detox (ABC) Middle secondary  <a href="http://www.catchmentdetox.net.au/">http://www.catchmentdetox.net.au/</a></p> <p><b>Stewardship</b></p>	<p>Geography  English  Science  Economics and</p>	<p>Year 9 Geography</p> <ul style="list-style-type: none"> <li>The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (<a href="#">ACHGK060</a>)</li> <li>The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (<a href="#">ACHGK061</a>)</li> </ul>

<p><b>Common Good</b> <b>Subsidiarity and Participation</b></p>	<p>Business</p>	<p>Year 10 Geography</p> <ul style="list-style-type: none"> <li>The application of <u>human-environment systems thinking</u> to understanding the causes and likely consequences of the environmental <u>change</u> being investigated (<a href="#">ACHGK073</a>)</li> </ul> <p>Year 9 English</p> <ul style="list-style-type: none"> <li>Apply an expanding vocabulary to <u>read</u> increasingly complex texts with fluency and comprehension (<a href="#">ACELY1743</a>)</li> </ul> <p>Year 9 Science</p> <ul style="list-style-type: none"> <li>Ecosystems consist of communities of interdependent organisms and abiotic components of the <u>environment</u>; <u>matter</u> and energy flow through these systems(<a href="#">ACSSU176</a>)</li> </ul> <p>Year 9/10 Economics and Business</p> <ul style="list-style-type: none"> <li>Generate a range of viable options in response to an economic or <u>business</u> issue or event, use <u>cost-benefit analysis</u> and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (<a href="#">ACHES046</a>)</li> <li>Apply <u>economics</u> and <u>business</u> knowledge, skills and concepts in familiar, new and hypothetical situations (<a href="#">ACHES047</a>)</li> <li>Reflect on the intended and unintended consequences of economic and <u>business</u> decisions (<a href="#">ACHES049</a>)</li> </ul> <p>Year 10 Design and Technologies</p> <ul style="list-style-type: none"> <li>Explain how products, services and environments evolve with consideration of <u>preferred futures</u> and the impact of emerging <u>technologies</u> on design decisions(<a href="#">ACTDEK041</a>)</li> <li>Investigate and make judgments on the ethical and <u>sustainable</u> production and marketing of food and <u>fibre</u> (<a href="#">ACTDEK044</a>)</li> </ul>
<p>Exploring transport and climate change. Assessing transport patterns around school <a href="http://www.sustainableschools.sa.edu.au/pages/assess-teach/40284/">http://www.sustainableschools.sa.edu.au/pages/assess-teach/40284/</a></p> <p><b>Stewardship</b> <b>Common Good</b></p>	<p>Science Geography</p>	<p>Year 10 Science</p> <ul style="list-style-type: none"> <li>Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere(<a href="#">ACSSU189</a>)</li> </ul> <p>Year 9 Geography</p> <ul style="list-style-type: none"> <li>The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (<a href="#">ACHGK069</a>)</li> </ul>
<p>A Silent Tsunami (food security) [Download available] <a href="http://www.globaleducation.edu.au/publications/a-silent-tsunami.html">http://www.globaleducation.edu.au/publications/a-silent-tsunami.html</a></p>	<p>Science Geography English History</p>	<p>Year 9 Science</p> <ul style="list-style-type: none"> <li>Ecosystems consist of communities of interdependent organisms and abiotic components of the <u>environment</u>; <u>matter</u> and energy flow through these systems(<a href="#">ACSSU176</a>)</li> <li>Advances in science and emerging sciences and technologies can significantly</li> </ul>

<p><b>Stewardship</b>  <b>Human Dignity</b>  <b>Common Good</b>  <b>Preferential Option for the Poor</b>  <b>Subsidiarity and Participation</b>  <b>Solidarity</b></p>	<p>Economics and Business</p>	<p>affect people's lives, including generating new career opportunities (<a href="#">ACSHE161</a>)</p> <ul style="list-style-type: none"> <li>• The values and needs of contemporary society can influence the focus of scientific research (<a href="#">ACSHE228</a>)</li> <li>• <a href="#">Analyse</a> patterns and trends in <a href="#">data</a>, including describing relationships between variables and identifying inconsistencies (<a href="#">ACSIS169</a>)</li> </ul> <p>Year 10 Science</p> <ul style="list-style-type: none"> <li>• Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere(<a href="#">ACSSU189</a>)</li> </ul> <p>Year 9 Geography</p> <ul style="list-style-type: none"> <li>• The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (<a href="#">ACHGK060</a>)</li> <li>• The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (<a href="#">ACHGK061</a>)</li> <li>• The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world(<a href="#">ACHGK064</a>)</li> </ul> <p>Year 10 Geography</p> <ul style="list-style-type: none"> <li>• The human-induced environmental changes that challenge <a href="#">sustainability</a>(<a href="#">ACHGK070</a>)</li> <li>• The application of <a href="#">human-environment systems thinking</a> to understanding the causes and likely consequences of the environmental <a href="#">change</a> being investigated (<a href="#">ACHGK073</a>)</li> </ul> <p>Year 9 English</p> <ul style="list-style-type: none"> <li>• Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (<a href="#">ACELT1633</a>)</li> <li>• Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts(<a href="#">ACELT1635</a>)</li> <li>• Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (<a href="#">ACELY1743</a>)</li> <li>• <a href="#">Create</a> imaginative, informative and persuasive texts that present a <a href="#">point of view</a>and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (<a href="#">ACELY1746</a>)</li> </ul> <p>Year 9 History</p> <ul style="list-style-type: none"> <li>• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places(<a href="#">ACHHS164</a>)</li> </ul> <p>Year 10 History</p> <ul style="list-style-type: none"> <li>• developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and <a href="#">sustainability</a> (<a href="#">ACOKFH024</a>)</li> </ul>
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		<ul style="list-style-type: none"> <li>• The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (<a href="#">ACDSEH125</a>)</li> <li>• The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment (notion of ‘Gaia’, ‘limits to growth’, concept of ‘sustainability’, concept of ‘rights of nature’)(<a href="#">ACDSEH126</a>)</li> <li>• Responses of governments, including the Australian government, and international organisations to environmental threats since the 1960s (including deforestation and climate change). (<a href="#">ACDSEH128</a>)</li> <li>• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places(<a href="#">ACHHS182</a>)</li> </ul> <p>Year 9 Economics and Business</p> <ul style="list-style-type: none"> <li>• Why and how participants in the global economy are dependent on each other(<a href="#">ACHEK039</a>)</li> </ul> <p>Year 10 Economics and Business</p> <ul style="list-style-type: none"> <li>• The links between economic performance and <a href="#">living standards</a>, the variations that exist within and between economies, and the possible causes (<a href="#">ACHEK051</a>)</li> </ul>
<p>Geographies of Human Wellbeing (Year 10) [Download available] <a href="http://www.globaleducation.edu.au/publications/geographies-of-human-wellbeing-pdf.html">http://www.globaleducation.edu.au/publications/geographies-of-human-wellbeing-pdf.html</a></p> <p><b>Stewardship</b> <b>Human Dignity</b> <b>Common Good</b> <b>Preferential Option for the Poor</b> <b>Subsidiarity and Participation</b> <b>Solidarity</b></p>	<p>Geography</p>	<p>Year 9 Geography</p> <ul style="list-style-type: none"> <li>• 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>)</li> <li>• Represent the <a href="#">spatial distribution</a> of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using <a href="#">spatial technologies</a> as appropriate (<a href="#">ACHGS066</a>)</li> <li>• Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067)</li> <li>• Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068)</li> <li>• Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071)</li> </ul> <p>Year 10 Geography</p> <ul style="list-style-type: none"> <li>• The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)</li> <li>• The reasons for <a href="#">spatial variations</a> between countries in selected indicators of human</li> </ul>

		<p>wellbeing (ACHGK077)</p> <ul style="list-style-type: none"> <li>• The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)</li> <li>• The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079)</li> <li>• The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale (ACHGK080)</li> <li>• The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)</li> <li>• Represent the <a href="#">spatial distribution</a> of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using <a href="#">spatial technologies</a> as appropriate (<a href="#">ACHGS075</a>)</li> <li>• Evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS076)</li> <li>• Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS077)</li> <li>• Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS080)</li> </ul> <p>Year 9 English</p> <ul style="list-style-type: none"> <li>• Apply an expanding vocabulary to <a href="#">read</a> increasingly complex texts with fluency and comprehension (<a href="#">ACELY1743</a>)</li> </ul> <p>Year 10 Mathematics</p> <ul style="list-style-type: none"> <li>• Use scatter plots to investigate and comment on relationships between two numerical variables (<a href="#">ACMSP251</a>)</li> </ul> <p>Year 10 History</p> <ul style="list-style-type: none"> <li>• The origins and <a href="#">significance</a> of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (<a href="#">ACDSEH023</a>)</li> </ul> <p>Year 9 Economics and Business</p> <ul style="list-style-type: none"> <li>• Why and how participants in the global <a href="#">economy</a> are dependent on each other (<a href="#">ACHEK039</a>)</li> </ul>
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<p>Forests: A global perspective  [Download available]  <a href="http://www.globaleducation.edu.au/publications/forests-bklt.html">http://www.globaleducation.edu.au/publications/forests-bklt.html</a></p> <p><b>Stewardship</b>  <b>Human Dignity</b>  <b>Common Good</b>  <b>Subsidiarity and Participation</b>  <b>Solidarity</b></p>	<p>Science  Geography  English  Economics and Business</p>	<p>Year 9 Science</p> <ul style="list-style-type: none"> <li>Ecosystems consist of communities of interdependent organisms and abiotic components of the <a href="#">environment</a>; <a href="#">matter</a> and energy flow through these systems(<a href="#">ACSSU176</a>)</li> <li><a href="#">Analyse</a> patterns and trends in <a href="#">data</a>, including describing relationships between variables and identifying inconsistencies (<a href="#">ACSIS169</a>)</li> </ul> <p>Year 10 Science</p> <ul style="list-style-type: none"> <li>Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere(<a href="#">ACSSU189</a>)</li> </ul> <p>Year 9 Geography</p> <ul style="list-style-type: none"> <li>The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (<a href="#">ACHGK060</a>)</li> <li>The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (<a href="#">ACHGK061</a>)</li> <li>The capacity of the world’s environments to sustainably feed the projected future population to achieve food security for Australia and the world(<a href="#">ACHGK064</a>)</li> <li>Interpret and analyse multi-variable <a href="#">data</a> and other geographical information using qualitative and <a href="#">quantitative methods</a>, and digital and <a href="#">spatial technologies</a> as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (<a href="#">ACHGS067</a>)</li> <li>Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of <a href="#">data</a> and information, taking into account alternative points of view (<a href="#">ACHGS068</a>)</li> <li>Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (<a href="#">ACHGS071</a>)</li> </ul> <p>Year 10 Geography</p> <ul style="list-style-type: none"> <li>The human-induced environmental changes that challenge <a href="#">sustainability</a>(<a href="#">ACHGK070</a>)</li> <li>Environmental world views of people and their implications for environmental management(<a href="#">ACHGK071</a>)</li> <li>The application of <a href="#">human-environment systems thinking</a> to understanding the causes and likely consequences of the environmental <a href="#">change</a> being investigated (<a href="#">ACHGK073</a>)</li> <li>The application of geographical concepts and methods to the management of the environmental change being investigated(<a href="#">ACHGK074</a>)</li> <li>Interpret and analyse multi-variable <a href="#">data</a> and other geographical information using qualitative and <a href="#">quantitative methods</a>, and digital and <a href="#">spatial technologies</a> as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (<a href="#">ACHGS076</a>)</li> <li>Apply geographical concepts to synthesise information from various sources and draw</li> </ul>
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		<p>conclusions based on the analysis of <a href="#">data</a> and information, taking into account alternative points of view (<a href="#">ACHGS077</a>)</p> <ul style="list-style-type: none"> <li>• Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (<a href="#">ACHGS080</a>)</li> </ul> <p>Year 9 English</p> <ul style="list-style-type: none"> <li>• Apply an expanding vocabulary to <a href="#">read</a> increasingly complex texts with fluency and comprehension (<a href="#">ACELY1743</a>)</li> </ul> <p>Year 9 Economics and Business</p> <ul style="list-style-type: none"> <li>• Reflect on the intended and unintended consequences of economic and <a href="#">business</a> decisions (<a href="#">ACHES049</a>)</li> </ul> <p>Year 10 Economics and Business</p> <ul style="list-style-type: none"> <li>• Factors that influence major <a href="#">consumer</a> and financial decisions and the short- and long-term consequences of these decisions(<a href="#">ACHEK053</a>)</li> </ul>
<p>Water and the World [Download available] <a href="http://www.globaleducation.edu.au/publications/water-and-the-world.html">http://www.globaleducation.edu.au/publications/water-and-the-world.html</a></p> <p><b>Stewardship</b> <b>Human Dignity</b> <b>Common Good</b> <b>Preferential Option for the Poor</b> <b>Subsidiarity and Participation</b> <b>Solidarity</b></p>	<p>Science Geography</p>	<p>Year 9 Science</p> <ul style="list-style-type: none"> <li>• Ecosystems consist of communities of interdependent organisms and abiotic components of the <a href="#">environment</a>; <a href="#">matter</a> and energy flow through these systems(<a href="#">ACSSU176</a>)</li> <li>• <a href="#">Analyse</a> patterns and trends in <a href="#">data</a>, including describing relationships between variables and identifying inconsistencies (<a href="#">ACSIS169</a>)</li> <li>• Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (ACSIS169)</li> <li>• Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS170)</li> </ul> <p>Year 10 Science</p> <ul style="list-style-type: none"> <li>• Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere(<a href="#">ACSSU189</a>)</li> <li>• Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (ACSIS203)</li> <li>• Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS204)</li> </ul> <p>Year 9 Geography</p> <ul style="list-style-type: none"> <li>• The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (<a href="#">ACHGK060</a>)</li> <li>• The human alteration of biomes to produce food, industrial materials and fibres, and the</li> </ul>

environmental effects of these alterations ([ACHGK061](#))

- The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world([ACHGK064](#))
- Represent the [spatial distribution](#) of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using [spatial technologies](#) as appropriate ([ACHGS066](#))
- Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067)
- Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068)
- Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071)

#### Year 10 Geography

- The human-induced environmental changes that challenge [sustainability](#)([ACHGK070](#))
- The application of [human-environment systems thinking](#) to understanding the causes and likely consequences of the environmental [change](#) being investigated ([ACHGK073](#))
- Interpret and analyse multi-variable [data](#) and other geographical information using qualitative and [quantitative methods](#), and digital and [spatial technologies](#) as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes ([ACHGS076](#))
- Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of [data](#) and information, taking into account alternative points of view ([ACHGS077](#))
- Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal ([ACHGS080](#))

#### Year 9 English

- Apply an expanding vocabulary to [read](#) increasingly complex texts with fluency and comprehension ([ACELY1743](#))

#### Year 9 History

- The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication([ACDSEH082](#))

		<p>Year 10 History</p> <ul style="list-style-type: none"> <li>• The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (<a href="#">ACDSEH125</a>)</li> <li>• Responses of governments, including the Australian Government, and international organisations to environmental threats since the 1960s, including deforestation and climate change (<a href="#">ACDSEH128</a>)</li> </ul>
<p>Water for Life [Download available] <a href="http://www.globaleducation.edu.au/publications/water-for-life.html">http://www.globaleducation.edu.au/publications/water-for-life.html</a></p> <p><b>Stewardship</b> <b>Human Dignity</b> <b>Common Good</b> <b>Preferential Option for the Poor</b> <b>Subsidiarity and Participation</b> <b>Solidarity</b></p>	<p>Science Geography</p>	<p>Year 9 Science</p> <ul style="list-style-type: none"> <li>• Ecosystems consist of communities of interdependent organisms and abiotic components of the <a href="#">environment</a>; <a href="#">matter</a> and energy flow through these systems(<a href="#">ACSSU176</a>)</li> <li>• <a href="#">Analyse</a> patterns and trends in <a href="#">data</a>, including describing relationships between variables and identifying inconsistencies (<a href="#">ACSIS169</a>)</li> <li>• Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (ACSIS169)</li> <li>• Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS170)</li> </ul> <p>Year 10 Science</p> <ul style="list-style-type: none"> <li>• Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere(<a href="#">ACSSU189</a>)</li> <li>• Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (ACSIS203)</li> <li>• Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS204)</li> <li>• Represent the <a href="#">spatial distribution</a> of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using <a href="#">spatial technologies</a> as appropriate (<a href="#">ACHGS066</a>)</li> <li>• Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067)</li> <li>• Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068)</li> <li>• Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071)</li> </ul> <p>Year 9 Geography</p>

- The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity ([ACHGK060](#))
- The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations ([ACHGK061](#))
- The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world([ACHGK064](#))
- Represent the [spatial distribution](#) of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using [spatial technologies](#) as appropriate ([ACHGS066](#))
- Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067)
- Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068)
- Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071)

#### Year 10 Geography

- The human-induced environmental changes that challenge [sustainability](#)([ACHGK070](#))
- The application of [human-environment systems thinking](#) to understanding the causes and likely consequences of the environmental [change](#) being investigated ([ACHGK073](#))
- The different ways of measuring and mapping [human wellbeing](#) and development, and how these can be applied to measure differences between places (ACHGK076)
- The reasons for [spatial variations](#) between countries in selected indicators of human wellbeing (ACHGK077)
- [The issues affecting the development](#) of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)
- Interpret and analyse multi-variable [data](#) and other geographical information using qualitative and [quantitative methods](#), and digital and [spatial technologies](#) as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes ([ACHGS076](#))
- Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of [data](#) and information, taking into account alternative points of view ([ACHGS077](#))
- Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and

		<p>consequences of their proposal (<a href="#">ACHGS080</a>)</p> <p>Year 9 English</p> <ul style="list-style-type: none"> <li>Apply an expanding vocabulary to <a href="#">read</a> increasingly complex texts with fluency and comprehension (<a href="#">ACELY1743</a>)</li> </ul>
<p>This document shows how growing a kitchen garden at school supports various AC Science outcomes:  <a href="http://efsmoodlesa.net.au/pluginfile.php/523/mod_glossary/attachment/5/Food%20gardens%20and%20science%20links.pdf">http://efsmoodlesa.net.au/pluginfile.php/523/mod_glossary/attachment/5/Food%20gardens%20and%20science%20links.pdf</a></p> <p><b>Stewardship</b>  <b>Common Good</b>  <b>Subsidiarity and Participation</b></p>		<p>Year 10 Science</p> <ul style="list-style-type: none"> <li>Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere(<a href="#">ACSSU189</a>)</li> </ul>
Range of year levels		
<p>Wipe Out Waste – a South Australian whole-school program to minimise waste (particularly unnecessary packaging) which has a few supporting classroom activities <a href="http://www.wow.sa.gov.au/resources.html">http://www.wow.sa.gov.au/resources.html</a></p> <p><b>Stewardship</b>  <b>Common Good</b>  <b>Subsidiarity and Participation</b></p>	<p>Science  Geography</p>	<p>Year 6 Science</p> <ul style="list-style-type: none"> <li>The growth and survival of living things are affected by the physical conditions of their <a href="#">environment</a> (<a href="#">ACSSU094</a>)</li> </ul> <p>Year 7 Science</p> <ul style="list-style-type: none"> <li>Some of Earth’s resources are renewable, but others are non-renewable (<a href="#">ACSSU116</a>)</li> <li>Water is an important resource that cycles through the <a href="#">environment</a> (<a href="#">ACSSU222</a>)</li> </ul> <p>Year 10 Science</p> <ul style="list-style-type: none"> <li>Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere(<a href="#">ACSSU189</a>)</li> </ul> <p>Year 1 Geography</p> <ul style="list-style-type: none"> <li>The natural, managed and constructed <a href="#">features</a> of places, their location, how they <a href="#">change</a> and how they can be cared for (<a href="#">ACHGK005</a>)</li> </ul> <p>Year 4 Geography</p> <ul style="list-style-type: none"> <li>The importance of environments to animals and people, and different views on how they can be protected (<a href="#">ACHGK022</a>)</li> <li>The natural resources provided by the <a href="#">environment</a>, and different views on how they could be used sustainably (<a href="#">ACHGK024</a>)</li> </ul>

		<ul style="list-style-type: none"> <li>• The sustainable management of waste from production and consumption(<a href="#">ACHGK025</a>)</li> </ul> <p>Year 7 Geography</p> <ul style="list-style-type: none"> <li>• The classification of <u>environmental resources</u> and the forms that water takes as a resource (<a href="#">ACHGK037</a>)</li> <li>• The ways that flows of water connect places as it moves through the <u>environment</u> and the way this affects places (<a href="#">ACHGK038</a>)</li> <li>• The quantity and variability of Australia’s water resources compared with those in other continents (<a href="#">ACHGK039</a>)</li> <li>• The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (<a href="#">ACHGK040</a>)</li> </ul>
<p>Water for all - photos and activities  <a href="http://www.oxfam.org.uk/education/resources/water-for-all">http://www.oxfam.org.uk/education/resources/water-for-all</a></p> <p><b>Stewardship</b>  <b>Human Dignity</b>  <b>Common Good</b>  <b>Preferential Option for the Poor</b>  <b>Solidarity</b></p>	<p>Science  Geography</p>	<p>Year 2 Science</p> <ul style="list-style-type: none"> <li>• Earth’s resources, including water, are used in a variety of ways (<a href="#">ACSSU032</a>)</li> </ul> <p>Year 6 Science</p> <ul style="list-style-type: none"> <li>• The growth and survival of living things are affected by the physical conditions of their <u>environment</u> (<a href="#">ACSSU094</a>)</li> </ul> <p>Year 7 Science</p> <ul style="list-style-type: none"> <li>• Water is an important resource that cycles through the <u>environment</u> (<a href="#">ACSSU222</a>)</li> </ul> <p>Year 4 Geography</p> <ul style="list-style-type: none"> <li>• The importance of environments to animals and people, and different views on how they can be protected (<a href="#">ACHGK022</a>)</li> <li>• The natural resources provided by the <u>environment</u>, and different views on how they could be used sustainably (<a href="#">ACHGK024</a>)</li> <li>• The sustainable management of waste from production and consumption(<a href="#">ACHGK025</a>)</li> </ul> <p>Year 7 Geography</p> <ul style="list-style-type: none"> <li>• The classification of <u>environmental resources</u> and the forms that water takes as a resource (<a href="#">ACHGK037</a>)</li> <li>• The ways that flows of water connect places as it moves through the <u>environment</u> and the way this affects places (<a href="#">ACHGK038</a>)</li> <li>• The quantity and variability of Australia’s water resources compared with those in other continents (<a href="#">ACHGK039</a>)</li> <li>• The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (<a href="#">ACHGK040</a>)</li> <li>• The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia <u>region</u> (<a href="#">ACHGK041</a>)</li> </ul>

		<p>Year 8 Geography</p> <ul style="list-style-type: none"> <li>The human causes and effects of <u>landscape degradation</u> (<a href="#">ACHGK051</a>)</li> </ul> <p>Year 10 Geography</p> <ul style="list-style-type: none"> <li>The human-induced environmental changes that challenge <u>sustainability</u>(<a href="#">ACHGK070</a>)</li> </ul>
<p>Mapping Our World (online activity) Probably most suitable for lower-middle secondary but aspects could be used in any phase of schooling. <a href="http://www.oxfamblogs.org/education/mapping_our_world/mapping_our_world/">http://www.oxfamblogs.org/education/mapping_our_world/mapping_our_world/</a></p> <p><b>Stewardship</b> <b>Human Dignity</b> <b>Common Good</b> <b>Solidarity</b></p>	<p>Science Geography</p>	<p>Year 7 Science</p> <ul style="list-style-type: none"> <li>Water is an important resource that cycles through the <u>environment</u> (<a href="#">ACSSU222</a>)</li> </ul> <p>Year 10 Science</p> <ul style="list-style-type: none"> <li>Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere(<a href="#">ACSSU189</a>)</li> </ul> <p>Year 1 Geography</p> <ul style="list-style-type: none"> <li>The natural, managed and constructed <u>features</u> of places, their location, how they <u>change</u> and how they can be cared for (<a href="#">ACHGK005</a>)</li> </ul> <p>Year 2 Geography</p> <ul style="list-style-type: none"> <li>The location of the major geographical divisions of the world in relation to Australia (<a href="#">ACHGK009</a>)</li> </ul> <p>Year 3 Geography</p> <ul style="list-style-type: none"> <li>The main <u>climate</u> types of the world and the similarities and differences between the climates of different places (<a href="#">ACHGK017</a>)</li> <li>The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (<a href="#">ACHGK019</a>)</li> <li>The location of Australia’s neighbouring countries and their diverse characteristics (<a href="#">ACHGK016</a>)</li> </ul> <p>Year 4 Geography</p> <ul style="list-style-type: none"> <li>The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of <u>natural vegetation</u> and native animals in at least two countries from both continents (<a href="#">ACHGK020</a>)</li> <li>The types of <u>natural vegetation</u> and the significance of vegetation to the <u>environment</u> and to people (<a href="#">ACHGK021</a>)</li> <li>The importance of environments to animals and people, and different views on how they can be protected (<a href="#">ACHGK022</a>)</li> <li>The natural resources provided by the <u>environment</u>, and different views on how they could be used sustainably (<a href="#">ACHGK024</a>)</li> <li>The sustainable management of waste from production and consumption(<a href="#">ACHGK025</a>)</li> </ul>

Year 5 Geography

- The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics in at least two countries from both continents([ACHGK026](#))

Year 6 Geography

- The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region ([ACHGK031](#))
- Differences in the economic, demographic and social characteristics between countries across the world ([ACHGK032](#))
- The world's cultural diversity, including that of its indigenous peoples([ACHGK033](#))

Year 7 Geography

- The classification of environmental resources and the forms that water takes as a resource ([ACHGK037](#))
- The ways that flows of water connect places as it moves through the environment and the way this affects places ([ACHGK038](#))
- The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa ([ACHGK040](#))

Year 8 Geography

- The different types of landscapes and their distinctive landform features([ACHGK048](#))
- The human causes and effects of landscape degradation ([ACHGK051](#))
- The ways of protecting significant landscapes ([ACHGK052](#))

Year 9 Geography

- The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity ([ACHGK060](#))
- The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations ([ACHGK061](#))

Year 10 Geography

- The human-induced environmental changes that challenge sustainability([ACHGK070](#))
- The application of human-environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated ([ACHGK073](#))
- The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places ([ACHGK076](#))
- The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands ([ACHGK078](#))
- The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries ([ACHGK081](#))



Useful general resources:

Pulliam Bailey, S. (2015, June 18). 10 key excerpts from Pope Francis's encyclical on the environment. *The Washington Post*. Retrieved from <https://www.washingtonpost.com/news/acts-of-faith/wp/2015/06/18/10-key-excerpts-from-pope-franciss-encyclical-on-the-environment/>

Schutz, D. (2015). *Inform* #157. A guide to reading Laudato Si'

Taylor, M. (2015, July 6). Creation's order of love: How (not) to read Laudato Si'. *ABC Religion and Ethics*. Retrieved from <http://www.abc.net.au/religion/articles/2015/07/06/4268238.htm>

Whalon, P. (2015, September 21). Laudato Si': What's missing, what's not. *The Huffington Post Australia*. Retrieved from [http://www.huffingtonpost.com/bishop-pierre-whalon/laudato-si-whats-missing-whats-not\\_b\\_7630516.html?ir=Australia](http://www.huffingtonpost.com/bishop-pierre-whalon/laudato-si-whats-missing-whats-not_b_7630516.html?ir=Australia)