

Curriculum

Level	Achievement Standard	Activity
Foundation	<p>Science <u>AC9SFI02</u> engage in investigations safely and make observations using their senses</p>	Make a Paper Yuki
Year 1	<p>Science <u>AC9S1I02</u> suggest and follow safe procedures to investigate questions and test predictions <u>AC9S1I04</u> sort and order data and information and represent patterns, including with provided tables and visual or physical models</p> <p>Visual Arts <u>AC9AVA2E02</u> explore examples of visual arts created by First Nations Australians <u>AC9AVA2D01</u> experiment and play with visual conventions, visual arts processes and materials</p>	Make a Paper Yuki, Paint the Waterways
Year 2	<p>Science <u>AC9S2I01</u> pose questions to explore observed simple patterns and relationships and make predictions based on experiences <u>AC9S2I02</u> suggest and follow safe procedures to investigate questions and test predictions</p> <p>Visual Arts <u>AC9AVA2E02</u> explore examples of visual arts created by First Nations Australians <u>AC9AVA2D01</u> experiment and play with visual conventions, visual arts processes and materials</p>	Make a Paper Yuki, Paint the Waterways



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<p>Year 3</p>	<p>Science <u>AC9S3I01</u> pose questions to explore observed patterns and relationships and make predictions based on observations</p> <p><u>AC9S3I04</u> construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns</p> <p>Geography <u>AC9HS3K04</u> the ways First Nations Australians in different parts of Australia are interconnected with Country/Place</p> <p>Visual Arts <u>AC9AVA4E02</u> explore how First Nations Australians use visual arts to communicate their connection to and responsibility for Country/Place</p> <p><u>AC9AVA4D01</u> experiment with a range of ways to use visual conventions, visual arts processes and materials</p>	<p>Make a Paper Yuki, River Red Gum: The Yuki Tree, Paint the Waterways</p>
<p>Year 4</p>	<p>Science <u>AC9S4I04</u> construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns</p> <p>Geography <u>AC9HS4K05</u> the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent</p> <p><u>AC9HS4K06</u> sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place</p> <p>Visual Arts <u>AC9AVA4E02</u> explore how First Nations Australians use visual arts to communicate their connection to and responsibility for Country/Place</p> <p><u>AC9AVA4D01</u> experiment with a range of ways to use visual conventions, visual arts processes and materials</p>	<p>River Red Gum: The Yuki Tree, Paint the Waterways</p>



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Year 5	<p>Maths <u>AC9M5ST01</u> acquire, validate and represent data for nominal and ordinal categorical and discrete numerical variables, to address a question of interest or purpose using software including spreadsheets; discuss and report on data distributions in terms of highest frequency (mode) and shape, in the context of the data</p> <p>Science <u>AC9S5U01</u> examine how particular structural features and behaviours of living things enable their survival in specific habitats <u>AC9S5I04</u> construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships</p> <p>Visual Arts <u>AC9AVA6E02</u> explore ways that First Nations Australians use visual arts to continue and revitalise cultures <u>AC9AVA6D01</u> experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials</p>	Collecting Data, Caring for the Land; River Red Gum: The Yuki Tree; Paint the Waterways
Year 6	<p>Maths <u>AC9M6ST01</u> interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables using comparative displays or visualisations and digital tools; compare distributions in terms of mode, range and shape</p> <p>Science <u>AC9S6U01</u> investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions <u>AC9S6I04</u> construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships</p> <p>Visual Arts <u>AC9AVA6E02</u> explore ways that First Nations Australians use visual arts to continue and revitalise cultures <u>AC9AVA6D01</u> experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials</p>	Collecting Data, Caring for the Land; River Red Gum: The Yuki Tree; Paint the Waterways



<p>Year 7</p>	<p>Maths <u>AC9M7A04</u> describe relationships between variables represented in graphs of functions from authentic data <u>AC9M7M03</u> describe the relationship between π and the features of circles including the circumference, radius and diameter</p> <p>Science <u>AC9S7I05</u> analyse data and information to describe patterns, trends and relationships and identify anomalies</p> <p>Visual Arts <u>AC9AVA8D01</u> experiment with visual conventions, visual arts processes and materials to develop skills</p> <p>Geography <u>AC9HG7K02</u> the location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of water <u>AC9HG7K03</u> the economic, cultural, spiritual and aesthetic value of water for people, including First Nations Australians <u>AC9HG7K04</u> the causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governments <u>AC9HG7S01</u> develop questions for a geographical inquiry related to a phenomenon or challenge <u>AC9HG7S03</u> interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships <u>AC9HG7S04</u> draw conclusions based on the analysis of the data and information <u>AC9HG7S05</u> identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts <u>AC9HG7S06</u> create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources</p> <p>Design and Technologies <u>AC9TDE8K06</u> analyse how characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions <u>AC9TDE8P01</u> analyse needs or opportunities for designing, and investigate and select materials, components, tools, equipment and processes to create designed solutions <u>AC9TDE8P03</u> select, justify and use suitable materials, components, tools, equipment, skills and processes to safely make designed solutions <u>AC9TDE8P04</u> develop design criteria collaboratively including sustainability to evaluate design ideas, processes and solutions</p>	<p>Collecting Data, Caring for the Land; The River Murray, Paint the Waterways; Ancient Technologies, Modern Designs</p>
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<p>Year 8</p>	<p>Maths <u>AC9M8M03</u> solve problems involving the circumference and area of a circle using formulas and appropriate units</p> <p>English <u>AC9E8LA03</u> explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids that combine different genres or elements of different genres</p> <p><u>AC9E8LE01</u> explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors</p> <p><u>AC9E8LE02</u> share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts</p> <p><u>AC9E8LE03</u> explain how language and/or images in texts position readers to respond and form viewpoints</p> <p><u>AC9E8LE06</u> create and edit literary texts that experiment with language features and literary devices for particular purposes and effects</p> <p>Visual Arts <u>AC9AVA8D01</u> experiment with visual conventions, visual arts processes and materials to develop skills</p> <p>Design and Technologies <u>AC9TDE8K06</u> analyse how characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions</p> <p><u>AC9TDE8P01</u> analyse needs or opportunities for designing, and investigate and select materials, components, tools, equipment and processes to create designed solutions</p> <p><u>AC9TDE8P03</u> select, justify and use suitable materials, components, tools, equipment, skills and processes to safely make designed solutions</p> <p><u>AC9TDE8P04</u> develop design criteria collaboratively including sustainability to evaluate design ideas, processes and solutions</p>	<p>Collecting Data, Caring for the Land; Scar Trees; Paint the Waterways; Ancient Technologies, Modern Designs</p>
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<p>Year 9</p>	<p>English</p> <p><u>AC9E9LA03</u> examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination</p> <p><u>AC9E9LE01</u> analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors</p> <p><u>AC9E9LE02</u> present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text</p> <p><u>AC9E9LE06</u> create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences</p> <p><u>AC9E9LY02</u> listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts</p> <p><u>AC9E9LY03</u> analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group</p> <p>Design and Technologies</p> <p><u>AC9TDE10K06</u> analyse and make judgements on how characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions</p> <p><u>AC9TDE10P01</u> analyse needs or opportunities for designing; develop design briefs; and investigate, analyse and select materials, systems, components, tools and equipment to create designed solutions</p> <p><u>AC9TDE10P03</u> select, justify, test and use suitable technologies, skills and processes, and apply safety procedures to safely make designed solutions</p> <p><u>AC9TDE10P04</u> develop design criteria independently including sustainability to evaluate design ideas, processes and solutions</p>	<p>Scar Trees; Ancient Technologies, Modern Designs</p>
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<p>Year 10</p>	<p>English <u>AC9E10LE01</u> analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors <u>AC9E10LE05</u> analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts <u>AC9E10LE08</u> create and edit literary texts with a sustained “voice”, selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences <u>AC9E10LY02</u> listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts</p> <p>Design and Technologies <u>AC9TDE10K06</u> analyse and make judgements on how characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions <u>AC9TDE10P01</u> analyse needs or opportunities for designing; develop design briefs; and investigate, analyse and select materials, systems, components, tools and equipment to create designed solutions <u>AC9TDE10P03</u> select, justify, test and use suitable technologies, skills and processes, and apply safety procedures to safely make designed solutions <u>AC9TDE10P04</u> develop design criteria independently including sustainability to evaluate design ideas, processes and solutions</p>	<p>Scar Trees; Ancient Technologies, Modern Designs</p>
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Paint the Waterways

"Aboriginal rock art - Ubirr Art Site, Kakadu National Park, Northern Territory, Australia - 9 June 2012"
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Ancient Technologies, Modern Designs

"Brewarrina fish traps 2023" by Dippiljemmy / CC 4.0 International licence.

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Scar Trees

"Scar Tree" by Gary Vines / CC 3.0 Unported licence. / Cropped from original

"Ngambri scarred tree" / National Library of Australia: Jon Rhodes

For further information on scarred trees of ACT, see:

Rhodes, Jon. Chapter 8: Wanniasa's War Memorials. Cage of Ghosts.
[Thora, New South Wales] : Darkwood, 2018.



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