

Australian Curriculum

Version 9.0

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Acknowledgement of Country/Place

I wish to acknowledge the Traditional Custodians of this place and all lands upon which we meet today.

In particular, I would like to acknowledge that we meet today on the Traditional Lands of the Turrbal People and pay my respects to the Elders past and present for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander Australia, and by extension, all of us.

I would like to acknowledge that they are the foundation of our culture and a source of pride for our nation. Through their rich and ancient continuous cultures, they have developed knowledges that enrich us all.



Agenda

- Welcome and overview
- Key changes from Version 8.4 to Version 9.0
- Features of the Version 9.0 Australian Curriculum website
- Curriculum planning and transitioning from Version 8.4 to 9.0
- Facilitated planning
- Next steps
- Resources

Key changes

Summary of key changes

- the **removal and reduction of content** so the curriculum can be taught with depth and rigour, including an overall 21% reduction in the number of content descriptions
- concise, connected and consistent content across the 3 strands in **English**
- a stronger focus on students **mastering the essential mathematical facts, skills, concepts and processes**, and being introduced to these at the right time
- prioritising **Australian history in Years 9 and 10** within a global context
- deepening students' understanding of **First Nations Australian histories and cultures**

strengthening and making explicit teaching about the **origins and heritage of Australia's democracy** and the **diversity** of Australian communities

strengthening the explicit teaching of **consent and respectful relationships** from F–10 in age-appropriate ways

addition of **privacy and security** in the Digital Technologies curriculum

strengthening the focus on students being **physically active**, and content with a focus on activity in natural and outdoor settings

strengthening the Foundation year by **identifying the essential content to teach** in the first year of school across all 8 learning areas.

Summary of key changes

Version 8.4 to Version 9.0

English

- **Refined content descriptions** to ensure concision and clarity as well as consistent and connected language across the 3 strands
- Achievement standards written in a **3-paragraph structure**, representing speaking and listening, reading and viewing, writing and creating.

Version 8.4 to Version 9.0

Mathematics

- **Simplified the content structure** to 6 strands
- **Embedded the proficiency strands**
- Strengthened focus on **mathematical processes**, e.g. mathematical modelling, computational thinking, statistical investigation
- Clarified the role of **problem-solving** as a mathematical process
- Ensured students are **introduced to the essential facts, skills, concepts and processes at the right time**, e.g. introduction of fractions, telling time
- **Raised curriculum standards**, e.g. proficiency with multiplication facts beginning with 2s in Year 2

Version 8.4 to Version 9.0

HASS F-6

- **Overall reduction** in CD numbers of 41%

History 7-10

- Reduced mandatory 'expectations' from **12 depth studies to 8.**
- Focus on Australian history Years 9 and 10 within broader global context
- Recognised the **deep time history of Australia**

Other HASS 7-10 subjects

- Focus on **content reduction**, essential discipline specific knowledge and greater coherence

Version 8.4 to Version 9.0

Science

- **Reduced, refined and realigned content across all strands**
- **Aligned** the introduction of key topics to other international curricula and *PISA 2024 Science Strategic Vision*
- **Aligned** the introduction of similar topics with content in HASS F-6 (Geography)

Health and Physical Education

Version 8.4 to Version 9.0

- Included content descriptions to **address the teaching of consent from F-10**
 - address the role of gender, power, coercion and disrespect in abusive or violent relationships
 - reference sexual activity when teaching about the concept of consent in 7-10.
- Strengthened the focus on students **being physically active** and content on activity in natural and outdoor settings

Version 8.4 to Version 9.0

Technologies

- **Reduced content** in Design and Technologies
- New content related to **digital privacy and security** in Digital Technologies

The Arts

- **Refined organisation of content** with new strand structure
- Improved **consistency and clarity** across all five Arts subjects
- **Explicit and authentic** inclusion of First Nations content and protocols
- **Separate Foundation** year based on play and imagination

Version 8.4 to Version 9.0

Languages

- Improved **coherence and consistency** and clarity across the Languages curriculum structure for all 4 subjects
- **Significant reduction in content**

General capabilities and Cross-curriculum priorities

- updated the **learning continua** for the general capabilities, and the **organising ideas** for the cross-curriculum priorities
- improved the **relationship** of the general capabilities and cross-curriculum priorities to learning area content.

Website

Australian Curriculum Version 9.0 website

The Australian Curriculum, Version 9.0 website includes key features to improve teachers' ability to explore and plan using the curriculum

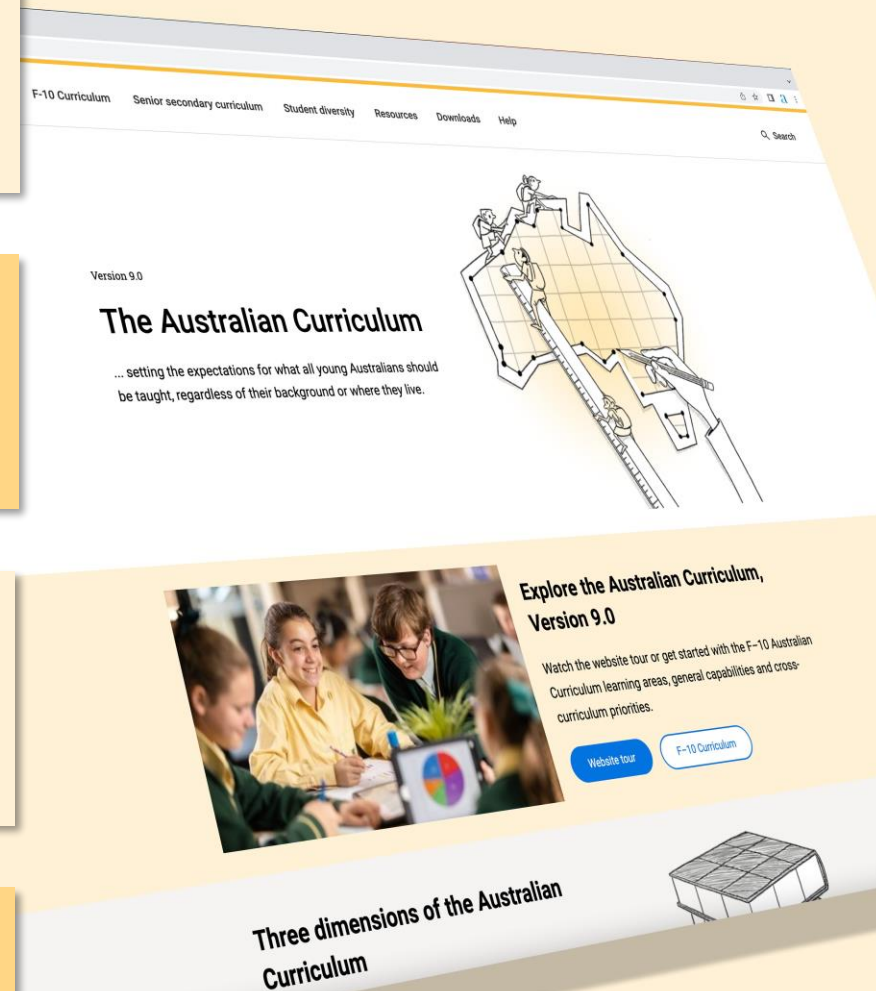
Website <https://v9.australiancurriculum.edu.au/>

alignment of achievement standards to content descriptions

3 dimensions of the Australian Curriculum

multiple learning areas side-by-side

inline glossary



Selector tool

Select by learning area, general capability or cross-curriculum priority

[F-10 Curriculum](#)[Senior secondary curriculum](#)[Student diversity](#)[Resources](#)[Downloads](#)[Help](#)[F-10 Curriculum overview](#)[Learning areas](#)[General capabilities](#)[Cross-curriculum priorities](#)

Learning areas

[Quick select](#)[Advanced select](#)

I want to view the curriculum for ...

Select multiple subjects or multiple year levels

i Please note some subjects might not yet be available. You can [find them here](#).

Subject

Year level

Please select a subject



Please select a year level

[Clear all](#)[Submit](#)

Achievement standards

Each statement links to content descriptions

Subject achievement standard ^

By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. **For each of the 3 prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions.** Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions.

Content description alignment

Alignment of content descriptions to achievement standard

Knowledge and understanding 4 Processes and production skills 1 Simple view Detailed view



Highlighted achievement standard Clear highlight

For each of the 3 prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions.

Technologies and society ^

[AC9TDE6K01](#)

explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments



 

[Elaborations \(6\)](#) [Related content \(0\)](#)

Technologies context: Engineering principles and systems ^

[AC9TDE6K02](#)

explain how electrical energy can be transformed into movement, sound or light in a product or system



 

[Elaborations \(5\)](#) [Related content \(1\)](#)

Technologies context: Food and fibre production; Food specialisations ^

[AC9TDE6K03](#)



explain how and why food and fibre are produced in managed environments

Investigating and defining ^

[AC9TDE6P01](#)

investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions



 

[Elaborations \(6\)](#) [Related content \(0\)](#)

Generating and designing ^

[AC9TDE6P02](#)

generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools


 

[Elaborations \(6\)](#) [Related content \(4\)](#)

Producing and implementing ^

[AC9TDE6P03](#)

select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions



Systems
World views
Design
Futures

Systems

These organising ideas address the interdependence of **Earth's systems** (geosphere, biosphere, hydrosphere and atmosphere) that support all life on Earth, and social and **economic systems**.

SS1

All life forms, including human life, are connected through **Earth's systems** (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

E
HASS
L
M
S
T
A

SS2

Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

World views

These organising ideas address the role of **world views** (sets of attitudes, values and beliefs) that shape individual and community ideas about how the world works and our role in the world.

SW1

World views that recognise the interdependence of **Earth's systems**, and value **diversity, equity** and social justice, sustainability.

Earth's systems

The interrelated, interdependent systems within the Earth system; the geosphere, hydrosphere, atmosphere and biosphere.

T
A

World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

F
HASS
I
S
A

Inline glossary

Key connections

Connections to general capabilities, cross-curriculum priorities and learning areas

Technologies context: Engineering principles and systems ^

[AC9TDE6K02](#)

explain how electrical energy can be transformed into movement, sound or light in a product or system



[Elaborations \(5\)](#)

[Related content \(1\)](#)

Connections to General capabilities and Cross-curriculum priorities

Connections across Learning areas

AC Year 3 – Example of STEM related content



Version 9.0 content description Mathematics

Students will learn to

create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context



Version 9.0 content description Science

Students will learn to

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



Version 9.0 content description Digital Technologies

Students will learn to

recognise different types of data and explore how the same data can be represented differently depending on the purpose

General capabilities

Key connections to learning areas

Sub-elements for Creating and exchanging

Plan

Create, communicate and collaborate

Respect intellectual property

Create, communicate and collaborate

This sub-element supports students to execute plans for the design of digital content and to develop, test and refine models to create original products. Students recognise different types of peer-to-peer communication and collaboration strategies, tools and formats, and decide which methods are most effective for individual or collaborative goals.

Level 1 (Foundation)

- use simple digital tools to create content



Level 2 (Years 1-2)

- experiment with the features of familiar digital tools to create content



Level 3 (Years 3-4)

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults



Level 4 (Years 5-6)

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups



Cross-curriculum priorities

Key connections to learning areas

Organising ideas

Country/Place
Culture
People

Country/Place

These organising ideas recognise the special connection of First Nations Australians to Country/Place and acknowledge the impacts of colonisation on their ownership of, and access to, Country/Place.

A_TSICP1

First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

E
HASS
HPE
L
M
S
T

A

A_TSICP2

The occupation and colonisation of Australia by the British, under the now overturned doctrine of *terra nullius*, were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.

HASS
A

A_TSICP3

The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the *Native Title Act 1993* which recognises pre-existing sovereignty,

Culture

These organising ideas examine the cultural diversity of the First Peoples of Australia and the First Nations Peoples of the Torres Strait, and recognise Australian First Nations Peoples as belonging to the world's oldest continuous cultures.

A_TSIC1

First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

E
HASS
HPE
L
M
T
A

A_TSIC2

First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

E
HASS
HPE
M
S
T
A

A_TSIC3

The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring

People

These organising ideas recognise that Australia has 2 distinct First Nations Peoples, each encompassing a diversity of nations and peoples, and examine the significant contributions of First Nations Australians histories and cultures on a local, national and global scale.

A_TSIP1

Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.

HASS
M
S
T
A

A_TSIP2

First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

HASS
HPE
M
S
A

A_TSIP3

The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged

^

Key connections

Explore this organising idea

Sustainability > World views > SW1

Humanities and Social Sciences

Languages

Mathematics

Science

Technologies

The Arts

Sustainability - World views

SW1

World views that recognise the interdependence of Earth's systems, and value diversity, equity and social justice, are essential for achieving sustainability.

Year 1

Students have opportunities to develop the organising idea in the following content description and elaborations:

Explore this organising idea

Year 1

Year 4

Year 7

Year 8

Curriculum planning and transitioning from Version 8.4 to 9.0

Getting started

- understand the intent of the <subject> curriculum
- understand the structure of the curriculum
- understand how the content descriptions align to aspects of the achievement standard

Intent: Rationale, Aims, Key ideas and core concepts

See 'Understand this learning area'

Be clear on the intent of the curriculum you are planning for.

- Review the Rationale and Aims – 'Understand this learning' section of the website
- Review the key ideas and/or core concepts for the learning area or subject (Note: not for all learning areas/subjects)

Understand this learning area

[F-10 Curriculum](#)[Senior secondary curriculum](#)[Student diversity](#)[Resources](#)[Downloads](#)[Help](#)[Search](#)

You're viewing curriculum for
Design and Technologies, Digita...

[Quick select](#)[Advanced select](#)[Take the curriculum tour →](#)[Understand this learning area →](#)

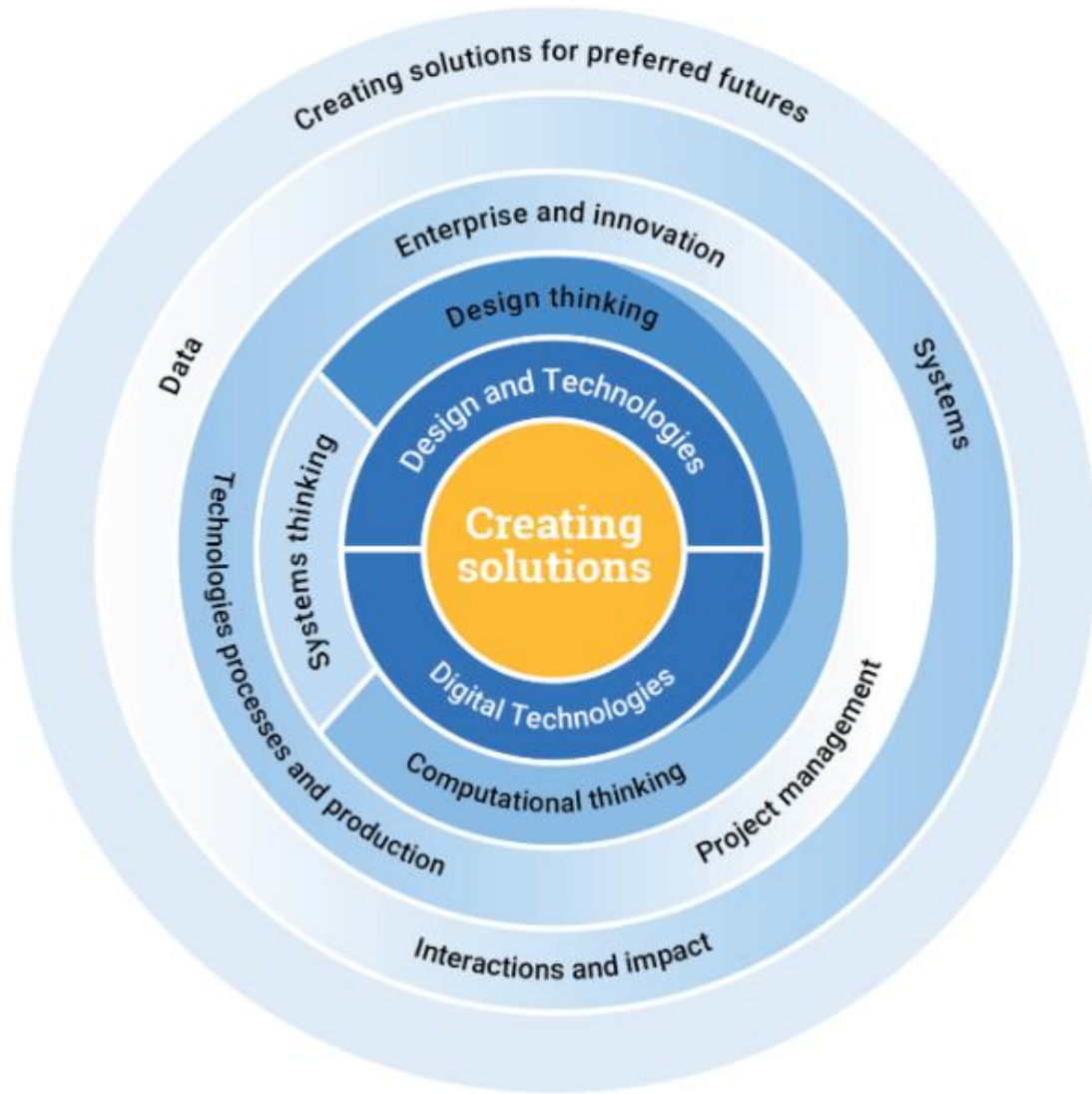
Understand this learning area

Click the button below to find out more about this learning area.

[Understand Technologies →](#)[^ Collapse all](#) | [v Expand all](#)[View side by side](#)[View single subject](#)[Design and Technologies](#)[Digital Technologies](#)

Level description: Design and Technologies, Years 1 and 2 [v](#)

Level description: Digital Technologies, Years 1 and 2 [v](#)



Technologies core concepts

Structure

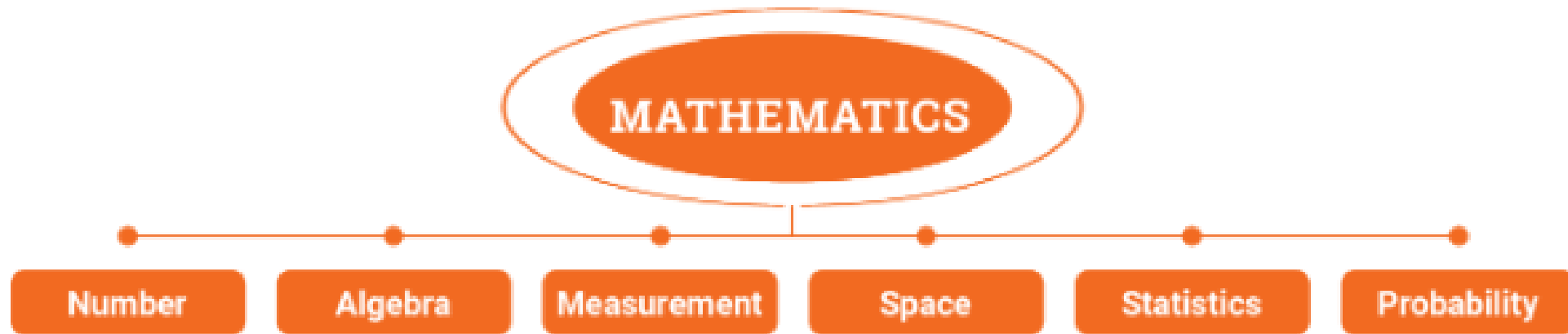
See 'Understand this learning area'

Review the structure of the curriculum

- Are there changes?
- Is it presented in year or band levels?
- Are there strands and sub-strands?
- What's the relationship between the strands?
- How does that impact planning teaching, learning and assessment?

Mathematics

Version 9.0



Mathematical processes

The six content strands also specify content aimed at progressively developing students' knowledge and use of mathematical thinking, reasoning, problem-solving and investigation processes, including mathematical modelling, computational thinking, statistical investigation, probability experiments and simulations.



PROBABILITY
EXPERIMENTS AND
SIMULATIONS



STATISTICAL
INVESTIGATION
PROCESS



MATHEMATICAL
MODELLING PROCESS



COMPUTATIONAL
THINKING PROCESS

Strands

The Arts strands on the website

Content descriptions

Exploring and responding

Developing practices and skills

Creating and making

Presenting and performing

Simple view

Detailed view

Simple view

Detailed view

Exploring and responding

[AC9ADA10E01](#)

investigate performers' and/or choreographers' use of **elements of dance, choreographic devices**, genre- or style-specific techniques, conventions and/or production elements to communicate and/or challenge ideas, perspectives and/or meaning in dance across **cultures**, times, places and/or other contexts



[Elaborations \(5\)](#) [Related content \(0\)](#)

[AC9ADA10E02](#)

investigate the ways First Nations Australian choreographers and/or performers celebrate and challenge multiple perspectives of Australian identity through dance



[Elaborations \(3\)](#) [Related content \(0\)](#)

Developing practices and skills

[AC9ADA10D01](#)

develop and refine safe dance practice, expressive and technical skills and genre- or style-specific techniques



[Elaborations \(3\)](#) [Related content \(1\)](#)

[AC9ADA10D02](#)

reflect on own and others' use of the **elements of dance, choreographic devices**, structure, genre- or style-specific techniques and/or technical and expressive skills to inform their choreographic or performance choices



[Elaborations \(5\)](#) [Related content \(0\)](#)

Creating and making

[AC9ADA10C01](#)

choreograph dance that communicates ideas, perspectives and/or meaning by selecting and manipulating **elements of dance, choreographic devices** and/or structure



[Elaborations \(6\)](#) [Related content \(0\)](#)

[AC9ADA10C02](#)

apply technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning



[Elaborations \(3\)](#) [Related content \(0\)](#)

Presenting and performing

[AC9ADA10P01](#)

rehearse and perform dance for audiences, using technical and expressive skills and genre- or style-specific techniques

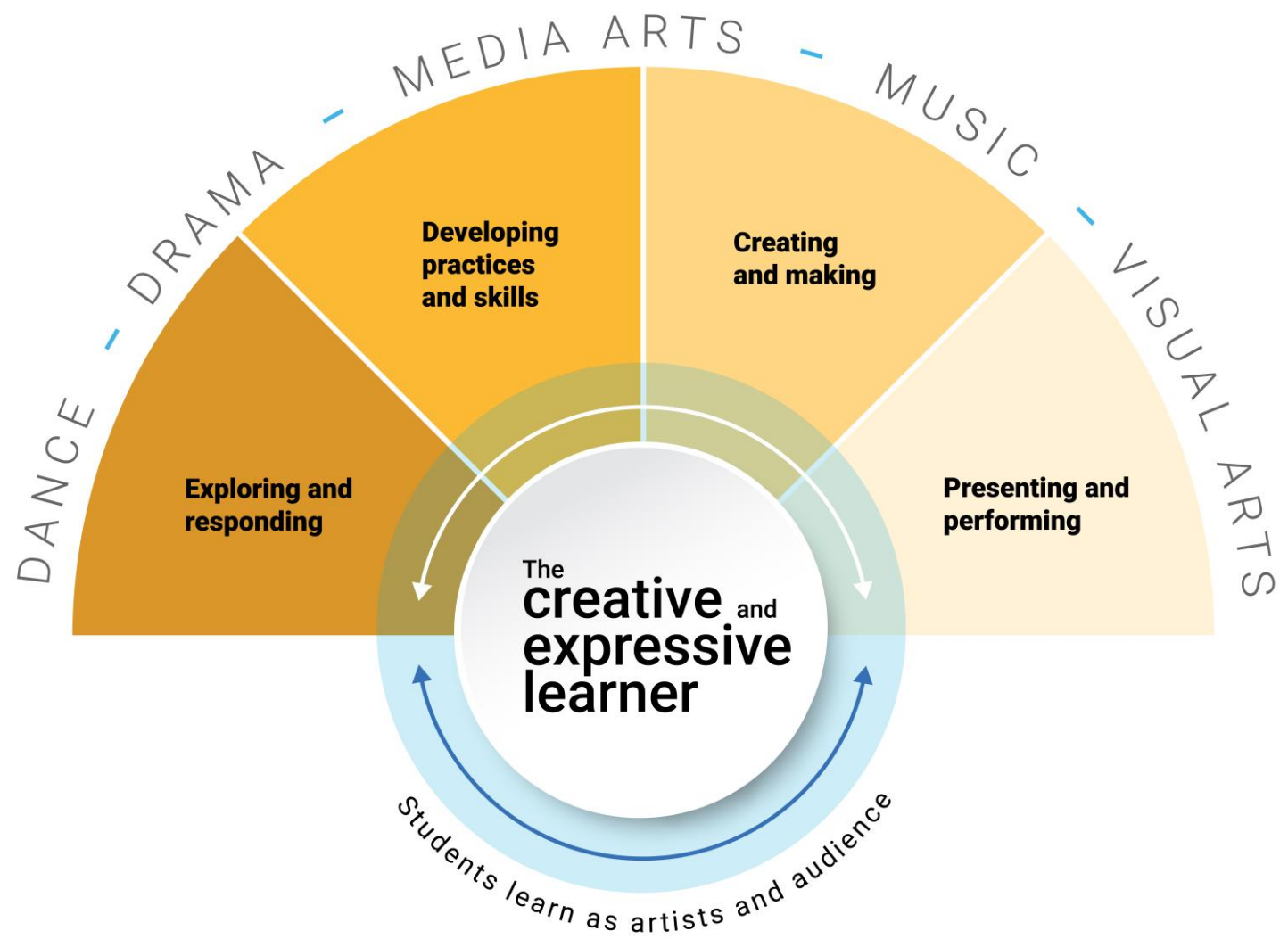


[Elaborations \(3\)](#) [Related content \(0\)](#)

Content descriptions



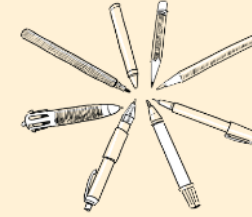
**Flexible, cyclical and
interrelated:
The Arts four-strand
structure AC: V 9.0**



Downloads

Learning area downloads

Downloadable materials for each learning area of the Australian Curriculum.



You can download the following materials for each learning area:

- **Understand the learning area** – provides the aims, rationale, structure, key considerations and key connections for the learning area. Where a learning area has subjects, both the Understand this learning area and Understand this subject materials are available.
- **Curriculum content F–6** – provides the level overview, achievement standards, content descriptions and elaborations for each learning area or subject across Foundation to Year 6.
- **Curriculum content 7–10** – provides the level overview, achievement standards, content descriptions and elaborations for each learning area or subject across Years 7 to 10.
- **Scope and sequence** – provides the achievement standards and content descriptions for the learning area or subject across F–10.
- **Glossary** – provides definitions for terms used in the learning area or subject.
- **Comparative information** – shows the differences between Version 8.4 and Version 9.0 achievement standards and content descriptions.

For some learning areas and subjects, additional resources are also available.

Activity 1

Comparing Version 8.4
to 9.0

The purpose of this activity is to become familiar with the changes from Version 8.4 to Version 9.0.

- Download the Comparative document for a learning area or subject
- Review the content that has been combined, refined, split, removed, moved to another year or band or has had no change

Achievement standards

- describe the *expected achievement* for students who have been taught the associated Australian Curriculum content for a particular year or band of schooling
- emphasise the *depth of conceptual understanding*, the *sophistication of skills* and the ability to apply essential *knowledge* expected of students
- present an *ordered sequence of learning* across F–10 where the difference between one standard and the next is clear.

Activity 2

Alignment between
achievement
standards and content
descriptions

The purpose of this activity is to consider the alignment between the content descriptions and the achievement standards and how that informs assessment planning.

- In pairs, review an achievement standard and consider the alignment to the content descriptions
- Identify language, content or concepts that act as cues.

Achievement standards

Each statement links to content descriptions

Subject achievement standard ^

By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. **For each of the 3 prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions.** Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions.

Content description alignment

Alignment of content descriptions to achievement standard

Knowledge and understanding 4
Processes and production skills 1
Simple view Detailed view



Highlighted achievement standard [Clear highlight](#)

For each of the 3 prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions.

Technologies and society ^

[AC9TDE6K01](#)

explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments



 

[Elaborations \(6\)](#) [Related content \(0\)](#)

Technologies context: Engineering principles and systems ^

[AC9TDE6K02](#)

explain how electrical energy can be transformed into movement, sound or light in a product or system



 

[Elaborations \(5\)](#) [Related content \(1\)](#)

Technologies context: Food and fibre production; Food specialisations ^

[AC9TDE6K03](#)



explain how and why food and fibre are produced in managed environments

Investigating and defining ^

[AC9TDE6P01](#)

investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions



 

[Elaborations \(6\)](#) [Related content \(0\)](#)

Generating and designing ^

[AC9TDE6P02](#)

generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools

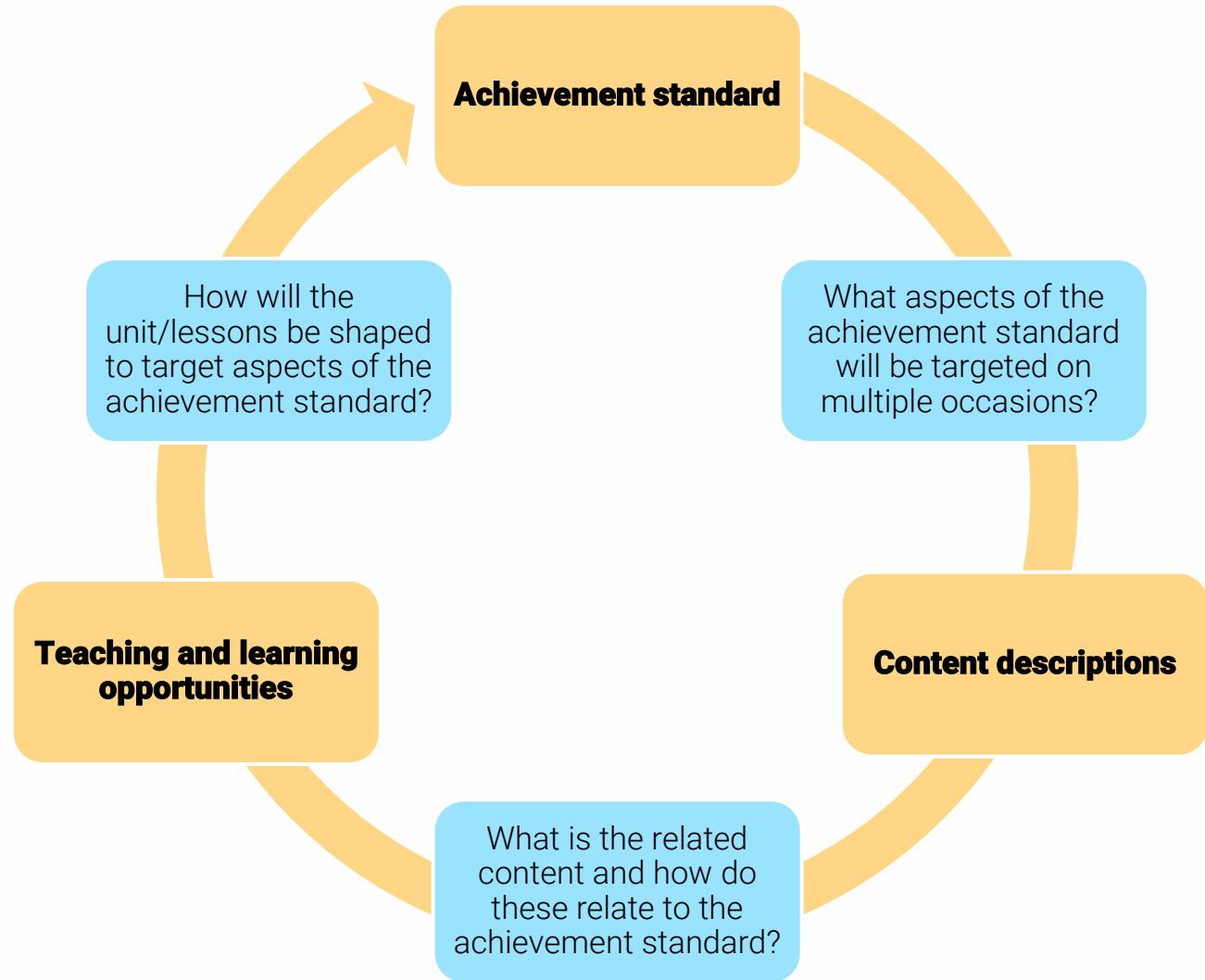
[Elaborations \(6\)](#) [Related content \(4\)](#)

Producing and implementing ^

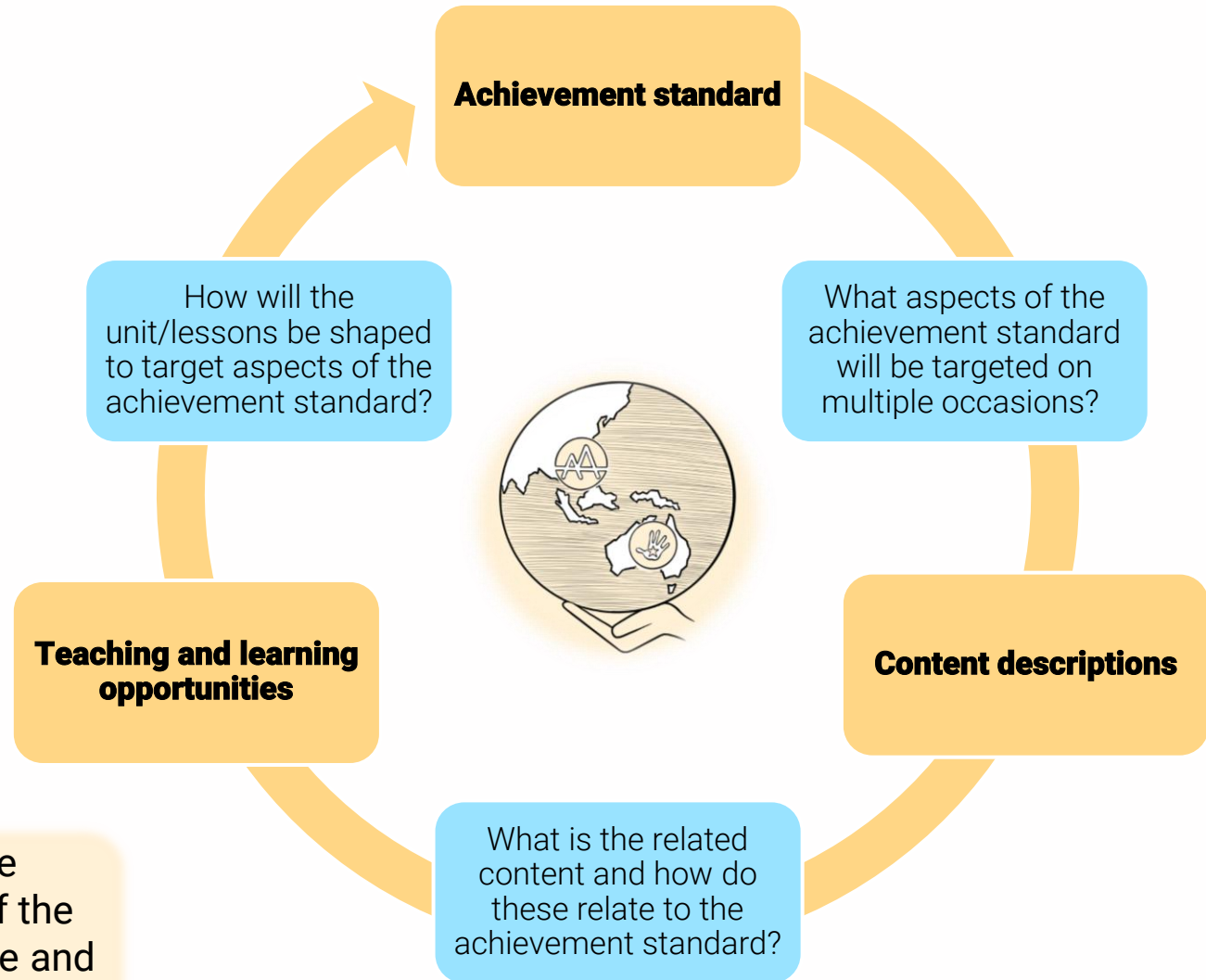
[AC9TDE6P03](#)

select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions

Backward mapping



Backward mapping



Cross-curriculum priorities provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Purpose of assessment

The purpose of assessment is to establish and understand where students are at in their learning at a point in time:

- what they know, understand and can do
- 'where they are up to'

It is the same purpose across all types of assessment

It informs next steps, the starting points for teaching and learning

In considering student achievement across a year/band level ...

within any year/band level there exists a range of prior achievement that a teacher takes into account when planning for teaching and learning

there will be a range of actual achievement evident at a year/band level from high to low, excellent to poor

different students may demonstrate their achievement through different means.

Designing assessment

Emphasise what students typically demonstrate, including:

- application of knowledge
- depth of conceptual understanding
- sophistication of skills

Knowledge

Skills

Identify what a student knows and can do

Identify a **shared understanding** or vision of what students are expected to know and be able to do

Identify **cognitive** requirements for students to demonstrate in their work

Achievement standard evidence table

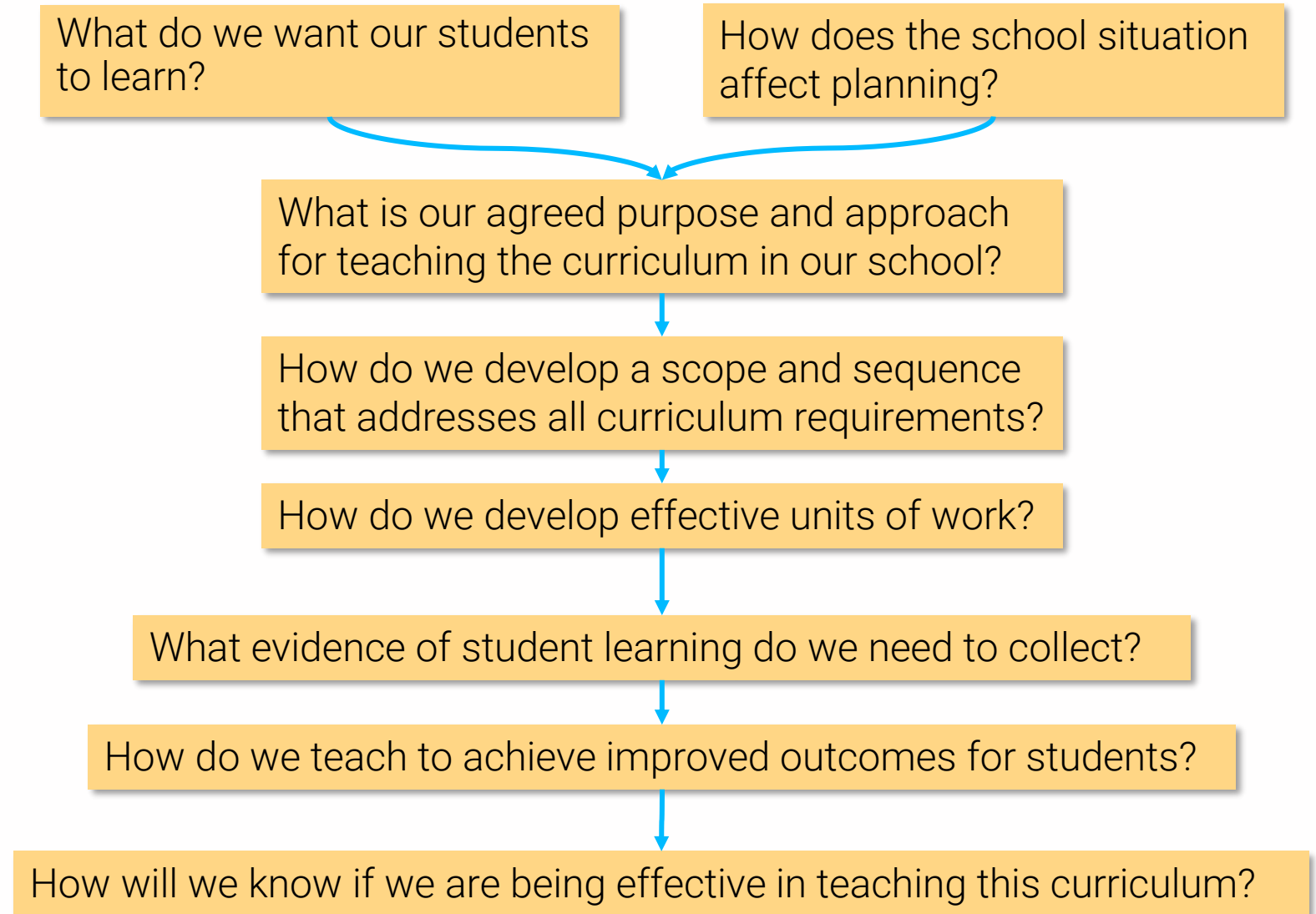
This template is one approach that you might use to help consider and plan for the types of evidence and observations you expect to see when students demonstrate an aspect of the achievement standard.

Planning with “the end in mind” shifts thinking from “what will we provide?” and “what are the learning activities?” to “what do we really want the student to know, understand and be able to do?”

Year Level:	LA/Subject:
--------------------	--------------------

Achievement standard What aspect or ‘chunk’ of the achievement standard are you focusing on?	Content descriptions Which content descriptions will need to be addressed to allow students to provide the evidence of this aspect of the achievement standard?	Evidence types Which evidence types will provide you with the best evidence? How will that evidence type be expressed by the student?	Observations How will you know when you have evidence AT standard? What are the observations you will note? What are the criteria you expect to see/hear/observe?

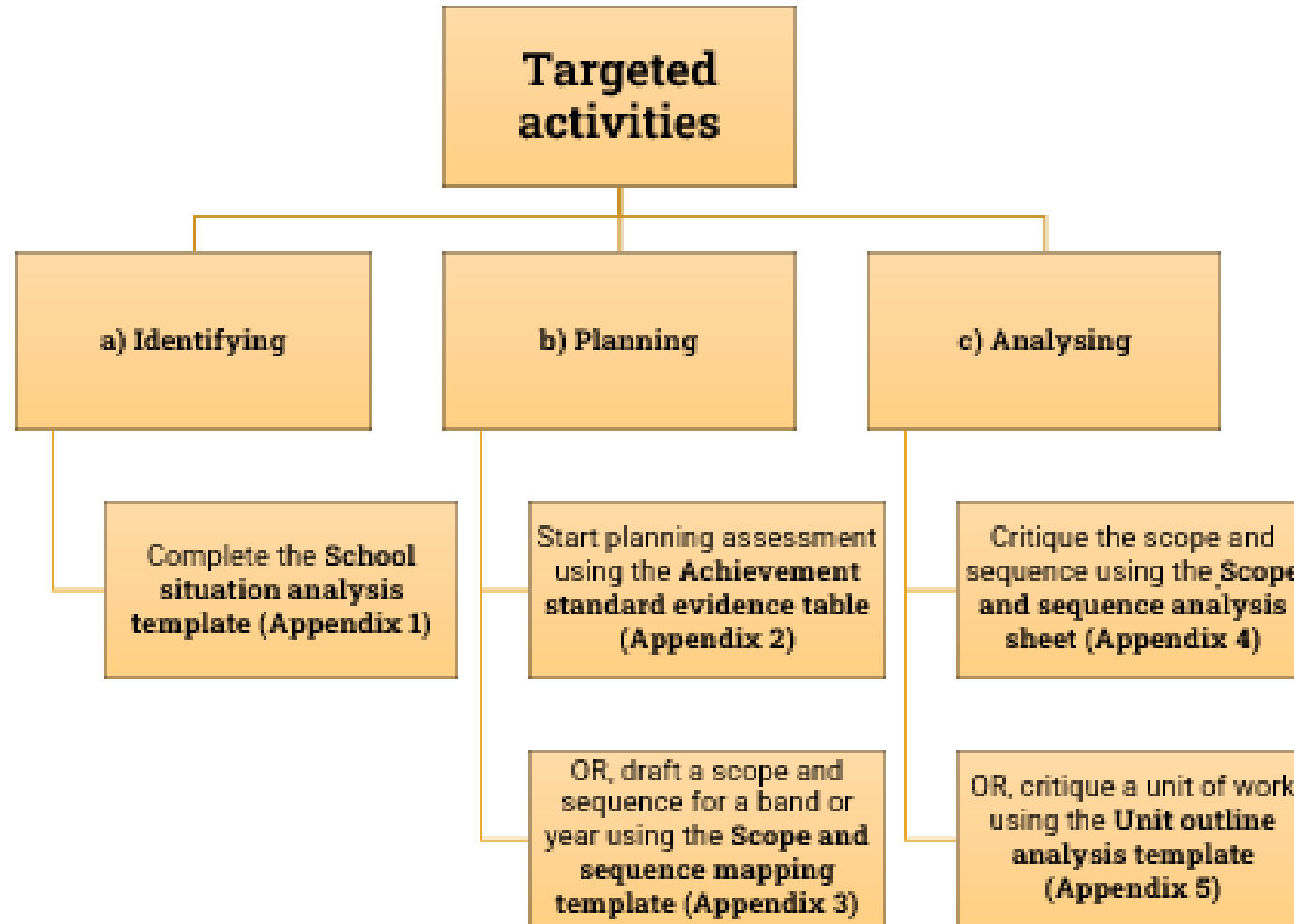
Planning teaching and learning



Teachers...

- when planning for teaching and learning, will account for current levels of learning of individual students and the different rates at which students develop
- are able to personalise learning programs to take account of students' learning needs, including for those with special education needs
- will use a range of different assessment strategies to make consistent judgements about the extent and quality of each student's achievement in relation to the Australian Curriculum achievement standards.

Depending on your progress with curriculum planning or implementation, choose **one** of the following activities:



Activity 3

Facilitated planning:
Targeted evaluation,
planning and analysis

Appendix 1

School situational analysis

Use this template with your school team to identify aspects of your school situation that will influence how the cross-curriculum priorities are addressed through learning area content.

Considerations	My school situation
School setting and population (numbers, background, student interests, location, experiences, etc)	
Available staff expertise	
Available community expertise	
Timetabling structures (class groupings, numbers, constraints and opportunities)	
Available teaching facilities	
What is already being done in the school to address the sustainability organising ideas?	
Other	

Appendix 2

Achievement standard evidence table

This template is one approach that you might use to help consider and plan for the types of evidence and observations you expect to see when students demonstrate an aspect of the achievement standard.

Planning with “the end in mind” shifts thinking from “what will we provide?” and “what are the learning activities?” to “what do we really want the student to know, understand and be able to do?”

Year Level:		LA/Subject:	
Achievement standard	Content descriptions	Evidence types	Observations
What aspect or ‘chunk’ of the achievement standard are you focusing on?	Which content descriptions will need to be addressed to allow students to provide the evidence of this aspect of the achievement standard?	Which evidence types will provide you with the best evidence? How will that evidence type be expressed by the student?	How will you know when you have evidence AT standard? What are the observations you will note? What are the criteria you expect to see/hear/observe?

Appendix 3

Scope and sequence mapping template

Insert an X where each content description is addressed in a unit. Some content descriptions may only be addressed once while others may be addressed in every unit.

Year:

<add extra columns if required>

Content descriptions	<Year>: Unit 1	<Year>: Unit 2	<Year>: Unit 3	<Year>: Unit 4

Appendix 4

Scope and sequence analysis

Year Level(s):
LA/Subject(s):

Analyse the scope and sequence	To a high extent	Satisfactory	Needs work
Does the scope and sequence address all aspects of the learning area/subject?			
Does the scope and sequence represent an appropriate allocation of time?			
Does the scope and sequence demonstrate a logical flow or continua of content?			
Does the scope and sequence demonstrate a progression of student learning towards more sophisticated, deeper understanding?			
Is the scope and sequence mapped to or a section of the school's teaching and learning plan?			
Does the scope and sequence take into consideration availability of resources including facilities and teacher expertise?			
Other			

Comments

Appendix 5

Unit outline analysis

Choose a unit of work that addresses the sustainability organising ideas and use the questions to analyse the how the unit supports students to engage in the 4 sets of organising ideas in the sustainability cross-curriculum priority.

Unit <name>, Year <level>, LA <subject>

Analysis questions	What it may look like in the unit of work
What do I want students to learn?	
Why does this learning matter?	
What organising ideas relate to this learning?	
What evidence will I collect to demonstrate what the students have learnt?	
How will I know if the unit was effective?	
How well do I expect them to do it?	
Other	

Activity 4

Drafting short and mid-term actions

The purpose of this activity is to plan the next steps for implementation when you return to school.

- Identify three to five actions for when you return to school to progress your planning.

Resources

A range of resources are being developed to support teachers to familiarise themselves with the Australian Curriculum, Version 9.0 and plan for implementation. These resources will be released in stages – additional work samples, Curriculum connections and Professional learning opportunities will continue to be published over a period of time.



Work samples

Samples demonstrating evidence of student learning to aspects of the achievement standards.



Curriculum connections

Coming soon.



Professional learning

Explore professional learning courses that build understanding about the Australian Curriculum.



AC V 9.0 website Resources

Health and Physical Education, Year 6

Work sample collection summary ^

The work samples collection comprises the following aspects of the achievement standard. Students:

- explain how different factors influence identities (WS02)
- explain how stereotypes influence roles (WS03)
- describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts (WS01)

Note: more work samples to be published.



WS01 - Team challenges



WS02 - Identity



WS03 - Stereotypes

Image work samples

WS04 – Work sample video sample

Health and Physical Education, Years 7 and 8

Achievement standard

By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. Students propose

Content descriptions

Personal, social and community health | Identities and change

ACHPEP02

analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes

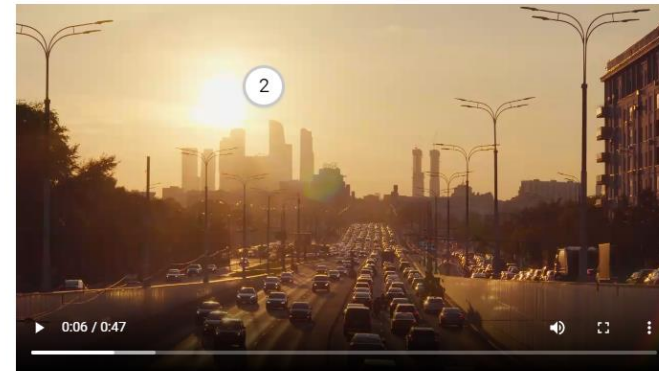
Personal, social and community health | Interacting with others

Respectful relationships

Video work sample

Annotations 1

- 1 **Annotation description 1**
Et velit delectus qui praesentium odio?
- 2 **Annotation description 2**
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- 3 **Annotation description 3**
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Transcript

F–10 curriculum

F–10 Curriculum overview
Learning areas
Version history

Resources

Resources overview
Curriculum downloads

Help

Website tour
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ACARA acknowledges the Traditional Owners and Custodians of Country and Place throughout Australia and their continuing connection to land, waters, sky and community.

We pay our respects to all Aboriginal and Torres Strait Islander Peoples, histories and cultures, and to Elders past and present.

Video work samples

Professional Learning Hub

Home > Resources > Professional learning

Professional learning

The Professional learning hub provides ongoing online professional learning for teachers and educators, across the 3 dimensions of the Australian Curriculum Version 9.0 to build deep familiarity with the curriculum and to support high-quality curriculum planning.

The Professional learning hub is a self-directed learning tool. As educators are at different stages in preparation for and implementation of the Australian Curriculum Version 9.0 the learning hub can be used to learn at your own pace, with a colleague or as a whole school. Click the link below to explore and register in modules and courses.

Professional learning
hub →

We plan to add more content to the Professional learning hub in stages. We'll also let you know about future professional learning opportunities on this page.

Professional Learning Hub

Structure

<https://learning.acara.edu.au/>

- Module 1 Australian Curriculum V 9.0
- Module 2 Australian Curriculum V 9.0: Key changes
- Module 3 Understand the learning area (under development)

Professional Learning Hub

My Courses **Course Library**

All courses 1. Australian Curriculum Version 9.0: Review and website 2. Australian Curriculum Version 9.0: Key changes More modules will be added throughout 2023

1. Australian Curriculum Version 9.0: Review and website

Discover the PL Hub Review process Version 9.0 website

2. Australian Curriculum Version 9.0: Key changes

Cross-curriculum Priorities English Foundation year level General Capabilities HASS HPE Languages Mathematics

Science Technologies The Arts

More modules will be added throughout 2023

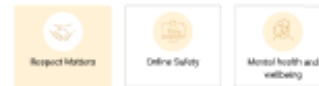
Curriculum connections

Curriculum Connections

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I want to view curriculum connections for ...



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I want to explore by year level:



F-10 curriculum

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Senior secondary curriculum

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Resources

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Help

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We acknowledge the heritages of all Aboriginal people and pay our respect to Country.

Respect Matters – Year 1

Collapsed | Expanded

Students at this level

- Students at this stage
- Key aspects
- Learning area
- General capabilities
- Cross-curriculum priorities
- Resources
- Links

Key aspects

- Key aspect 1
- Key aspect 2
- Key aspect 3
- Key aspect 4
- All key aspects

Key aspect 1

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Learning areas

View and sort by: English | HASS-F6 | Health and Physical Education, Years 1 and 2 | Science | Digital Technologies

English

Strand | Sub-strand

ACHASSK122

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Elaborations

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Strand | Sub-strand

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Elaborations

HASS-F6

Strand | Sub-strand

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Elaborations

Health and Physical Education, Years 1 and 2

Strand | Sub-strand

ACHASSK122

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Strand | Sub-strand

ACHASSK122

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Elaborations

General capabilities

View and sort by: Ethical Understanding | Literacy

Ethical Understanding

Element - Sub-element

Level 1

Topic title goes here

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Element - Sub-element

Level 1

- Indicator 1
- Indicator 2

Element - Sub-element

Level 1

- Indicator 1
- Indicator 2

Element - Sub-element

Level 1

- Indicator 1
- Indicator 2

Literacy

Element - Sub-element

Performance text indicators

Topic title goes here

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Topic title goes here

Topic title goes here

Topic title goes here

Element - Sub-element

Level 1

- Indicator 1
- Indicator 2

Element - Sub-element

Level 1

- Indicator 1
- Indicator 2

Mathematical Modelling Process

Mathematical modelling is an essential dimension of the contemporary discipline of mathematics and is key to making informed decisions or predictions about natural and social phenomena. Students develop an understanding of mathematical modelling when they recognise, connect, and apply mathematical structures to gain insight into situations and solve real-world problems

Understand

Identify and describe the problem situation, recognise any patterns and acknowledge any assumptions, constraints or ethical considerations

Communicate

Report the solutions within the context of the situation acknowledging the audience

Plan

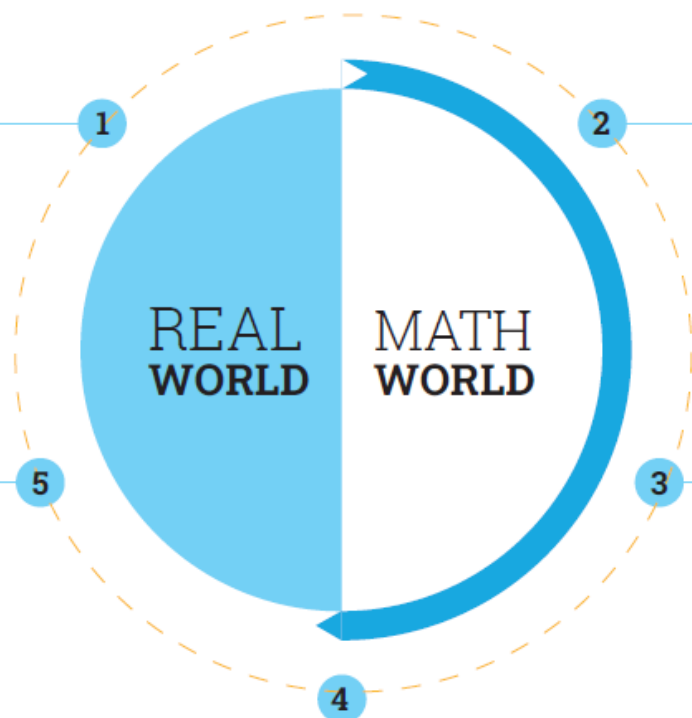
Formulate the problem mathematically, considering and choosing between alternative approaches, mathematical representations and tools

Do

Apply the appropriate mathematics, choosing and using efficient strategies to provide a solution to the formulated problem

Consider

Reflect on the results in terms of their reasonableness and whether they make sense in relation to the context. Evaluating the model used, including whether it achieves what was intended, and modify as appropriate.



Statistical investigation process

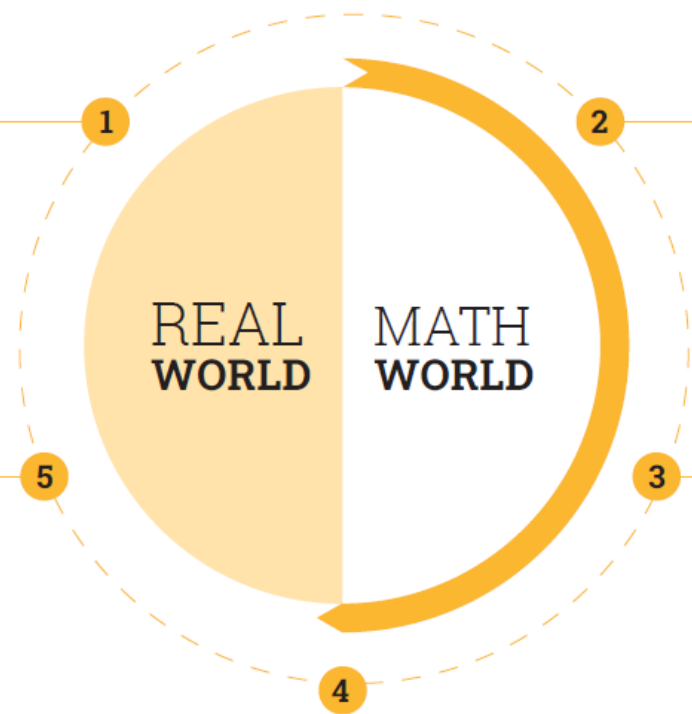
Statistical investigation deals with uncertainty and variability in categorical (nominal or ordinal) or numerical (discrete or continuous) data arising from observations, surveys or experiments and can be initiated by a specific question, a situation, or an issue.

Understand

Identify a problem or pose and prioritise question(s) of interest with respect to a context, identifying the variables of the investigation

Communicate

Interpret and communicate results in terms of the context, acknowledging uncertainty and the intended audience



Plan

Identify and choose an appropriate method for data collection, acknowledging ethical considerations

Do

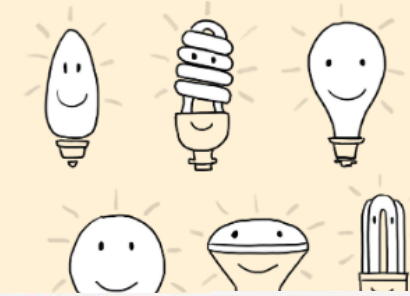
Collect or acquire data, choose appropriate representations, explore and analyse data in order to describe its distribution.

Consider

Draw inferences related to the original question(s), considering distribution and variation. Reflect on the reasonableness of findings in terms of the original context

Student diversity

School students come from different social, cultural, community and family backgrounds. They also have a wide range of physical, cognitive, sensory and social-emotional abilities. Each student brings unique experiences, strengths and ideas to school.



Planning for diversity

Learn about students' diverse learning needs and how to make adjustments to meet the needs of all learners.



Meeting the needs of students with disability

Learn how to support students with disability to access the Australian Curriculum.



Meeting the needs of gifted and talented students

Explore ways to provide rigorous, relevant and engaging learning for gifted and talented students.

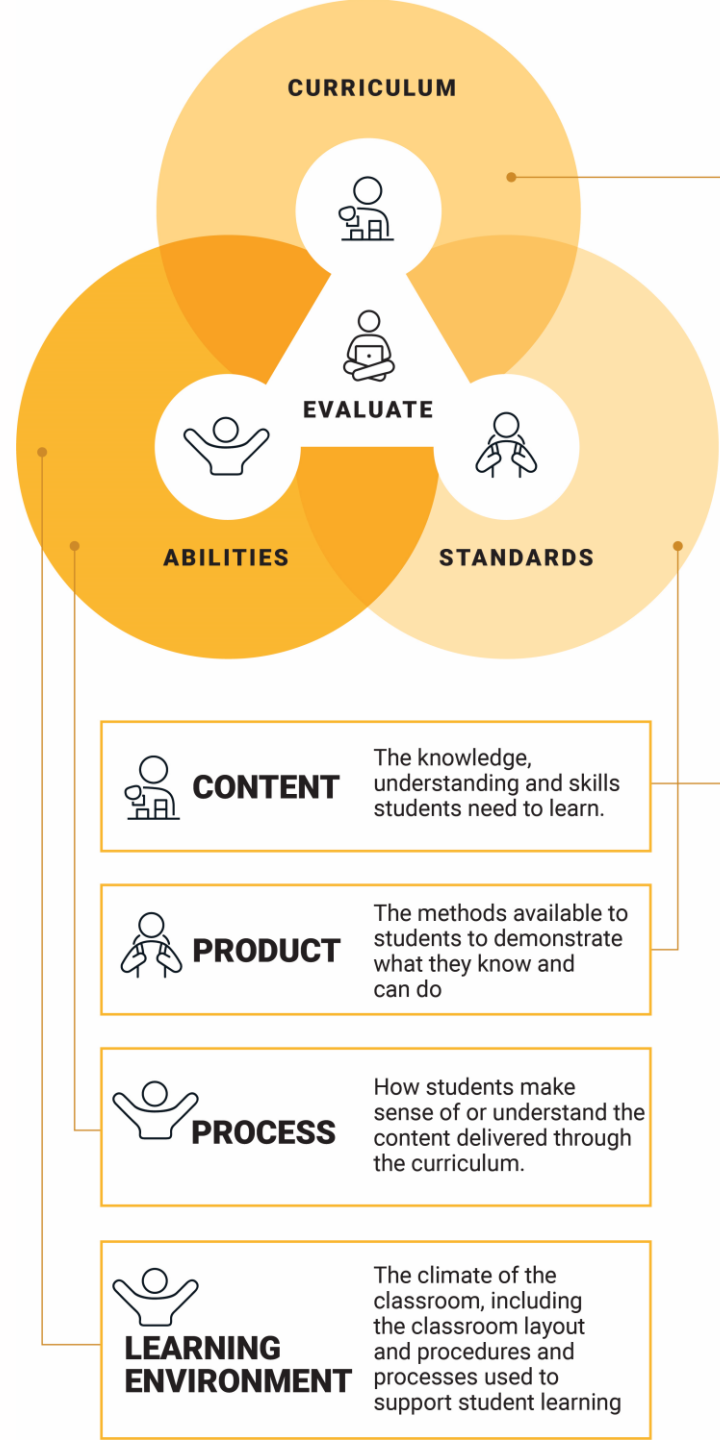
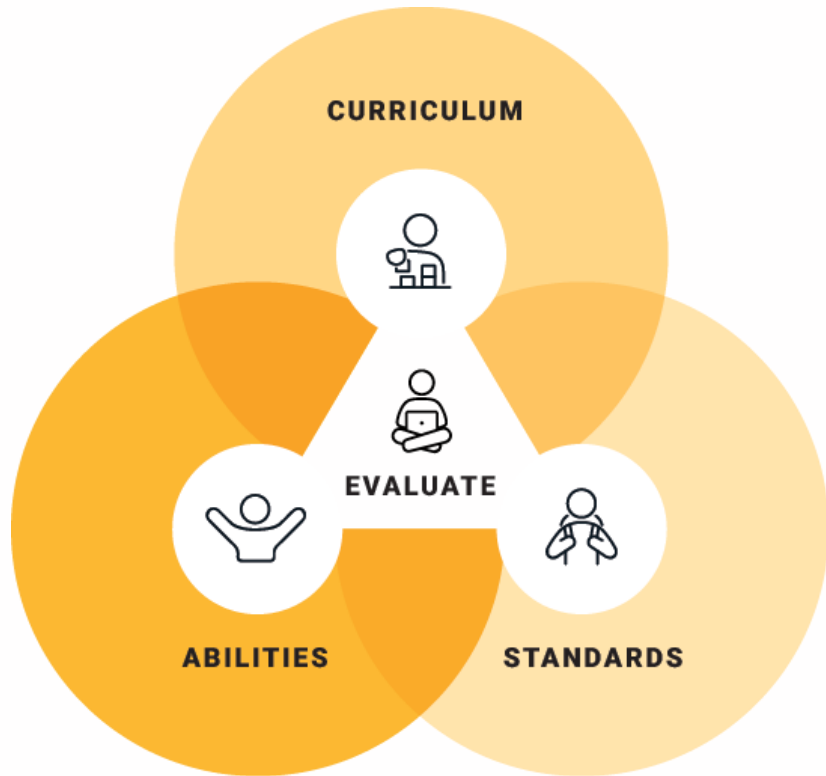


Meeting the needs of students for whom English is an additional language or dialect

Learn how to identify challenge EAL/D students and to support English language learning.



Jurisdictional resources



Student Diversity

Thank you

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