## Indigenous Models of Achievement

**CURRICULUM MAP - SCIENCE - TAMARA RILEY**

### STAGE 4

<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ENLS-4A</td>
<td>Views and responds to a variety of visual texts</td>
</tr>
</tbody>
</table>

### STAGE 5

<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>EN5-2A</td>
<td>Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.</td>
</tr>
<tr>
<td></td>
<td>ENS-7D</td>
<td>Understands and evaluates the diverse way texts can represent personal and public worlds</td>
</tr>
<tr>
<td></td>
<td>ENLS-7A</td>
<td>Uses strategies to obtain meaning from and interpret a range of texts</td>
</tr>
<tr>
<td></td>
<td>ENS-13C</td>
<td>Engages critically with texts using personal experiences</td>
</tr>
<tr>
<td></td>
<td>EN5-8D</td>
<td>Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</td>
</tr>
<tr>
<td></td>
<td>ENLS-5A</td>
<td>Recognises and uses visual texts, media and multimedia for a variety of purposes</td>
</tr>
<tr>
<td></td>
<td>ENLS-15D</td>
<td>Responds to and composes texts that explore personal, social and world issues</td>
</tr>
<tr>
<td>Aboriginal Studies</td>
<td>5.1</td>
<td>Describes the factors that contribute to an Aboriginal person’s identity</td>
</tr>
<tr>
<td></td>
<td>5.2</td>
<td>Explains ways in which Aboriginal Peoples maintain their identity</td>
</tr>
<tr>
<td></td>
<td>5.3</td>
<td>Describes the dynamic nature of Aboriginal cultures</td>
</tr>
<tr>
<td></td>
<td>5.5</td>
<td>Explains the importance of families and communities to Aboriginal peoples</td>
</tr>
<tr>
<td></td>
<td>5.7</td>
<td>Assesses the significance of contributions of Aboriginal Peoples to Australian society</td>
</tr>
<tr>
<td></td>
<td>5.8</td>
<td>Analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures</td>
</tr>
<tr>
<td></td>
<td>5.9</td>
<td>Analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures</td>
</tr>
<tr>
<td>History</td>
<td>HT5-1</td>
<td>Explains and assesses the historical forces and factors that shaped the modern world and Australia</td>
</tr>
<tr>
<td></td>
<td>HT5-2</td>
<td>Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</td>
</tr>
<tr>
<td></td>
<td>HT5-3</td>
<td>Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</td>
</tr>
<tr>
<td></td>
<td>HT5-4</td>
<td>Explains and analyses the causes and effects of events and developments in the modern world and Australia</td>
</tr>
<tr>
<td>Geography</td>
<td>5.7</td>
<td>Analyses the impacts of different perspectives on geographical issues at local, national and global scales</td>
</tr>
<tr>
<td></td>
<td>5.8</td>
<td>Accounts for differences within and between Australian communities</td>
</tr>
</tbody>
</table>

*Mapped to Australian Curriculum and NSW BOSTEC standards as at March 2014*
### STAGE 6

<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>ENLS-13C</td>
<td>Engages critically with texts using personal experiences</td>
</tr>
<tr>
<td></td>
<td>ENLS-15D</td>
<td>Responds to and composes texts that explore personal, social and world issues</td>
</tr>
<tr>
<td>Prelim Mandatory Module 6.1</td>
<td>P1.2</td>
<td>Explores the ideas and values of the texts</td>
</tr>
<tr>
<td></td>
<td>P2.1</td>
<td>Comprehends written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship</td>
</tr>
<tr>
<td><strong>Society and Culture</strong></td>
<td>P1</td>
<td>Identifies and applies social and cultural concepts</td>
</tr>
<tr>
<td></td>
<td>P2</td>
<td>Describes personal, social and cultural identity</td>
</tr>
<tr>
<td></td>
<td>P3</td>
<td>Identifies and describes relationships and interactions within and between social and cultural groups</td>
</tr>
<tr>
<td></td>
<td>H1</td>
<td>Evaluates and effectively applies social and cultural concepts</td>
</tr>
<tr>
<td></td>
<td>H2</td>
<td>Explains the development of personal, social and cultural identity</td>
</tr>
<tr>
<td></td>
<td>H3</td>
<td>Analyses relationships and interactions within and between social and cultural groups</td>
</tr>
<tr>
<td></td>
<td>H4</td>
<td>Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy</td>
</tr>
<tr>
<td><strong>Aboriginal Studies</strong></td>
<td>P1.3</td>
<td>Explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures</td>
</tr>
<tr>
<td><strong>Agriculture</strong></td>
<td>P2.2</td>
<td>Describes the biological and physical resources and applies the processes that cause changes in animal production systems</td>
</tr>
<tr>
<td></td>
<td>H2.1</td>
<td>Describes the inputs, processes and interactions of plant production systems</td>
</tr>
<tr>
<td></td>
<td>H2.2</td>
<td>Describes the inputs, processes and interactions of animal production systems</td>
</tr>
<tr>
<td><strong>PDHPE</strong></td>
<td>P17</td>
<td>Analyses factors influencing movement and patterns of participation</td>
</tr>
<tr>
<td><strong>Community and Family Studies</strong></td>
<td>P1.1</td>
<td>Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals</td>
</tr>
</tbody>
</table>

### GENERAL CAPABILITIES:
- Ethical understanding
- Intercultural understanding
- Literacy
- Personal and social capability
- Civics and Citizenship
- Difference and diversity
- Work and enterprise

### CROSS CURRICULUM PRIORITIES:
- Aboriginal and Torres Strait Islander histories and cultures
- Sustainability

### QUALITY TEACHING ELEMENTS:
- **Outcome 1** Investigates a range of work environments
- **Outcome 4** Assesses pathways for further education, training and life planning
- **Outcome 8** Assesses influences on people's working lives
- **Outcome 9** Evaluates personal and social influences on individuals and groups