

YEAR 7 SCIENCE

Animal Classification, Marine Food Webs and Human Impacts on Dolphins

Australian Curriculum Alignment

Learning Area	Science
Year Level	Year 7
General Capabilities	<ul style="list-style-type: none"> • Critical and Creative Thinking • Literacy
Strands	<ul style="list-style-type: none"> • Science Understanding - Biological Sciences
Content Description	<ul style="list-style-type: none"> • Classification helps organise the diverse group of organisms (ACSSU111) • Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112)
Elaborations	<p>(ACSSU111)</p> <ul style="list-style-type: none"> • Classifying using hierarchical systems such as kingdom, phylum, class, order, family, genus, species • Grouping a variety of organisms on the basis of similarities and differences in particular features <p>(ACSSU112)</p> <ul style="list-style-type: none"> • Investigating the effect of human activity on local habitats, such as deforestation, agriculture or the introduction of new species
Cross-Curricular Priority	<p>Sustainability</p> <p>World Views</p> <p>0I.5 - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability</p> <p>Futures</p> <p>0I.8 - Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts</p>

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YEAR 7 ENGLISH

What's Behind the Dolphin Smile?

Australian Curriculum Alignment

Learning Area	English
Year Level	Year 7
General Capabilities	<ul style="list-style-type: none"> • Literacy • Creative and Critical Thinking • Intercultural Understanding • Personal and Social Capability
Strands	<ul style="list-style-type: none"> • Literature - Literature and Context / Creating Literature
Content Description	<ul style="list-style-type: none"> • Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619) • Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625) • Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)
Elaborations	<p>(ACELT1619)</p> <ul style="list-style-type: none"> • Identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age <p>(ACELT1625)</p> <ul style="list-style-type: none"> • Imagining a character's life events (for example misadventures organised retrospectively to be presented as a series of flashbacks in scripted monologue supported by single images), making a sequel or prequel or rewriting an ending <p>(ACELT1805)</p> <ul style="list-style-type: none"> • Experimenting with different narrative structures such as the epistolary form, flashback, multiple perspectives

<p>Cross-Curricular Priority</p>	<p>Sustainability</p> <p>World Views</p> <p>01.4 - World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability</p> <p>01.5 - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability</p>
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YEAR 7 SCIENCE

Attitudes Towards Dolphins in Captivity

Australian Curriculum Alignment

Learning Area	Science
Year Level	Year 7
General Capabilities	<ul style="list-style-type: none"> • Critical and Creative Thinking • Literacy • Ethical Understanding • Personal and Social Capability • Numeracy • Information and Communication Technology Capability
Strands	<ul style="list-style-type: none"> • Science Inquiry Skills - Questioning and Predicting / Planning and Conducting / Processing and Analysing Data and Information / Evaluating / Communicating
Content Description	<ul style="list-style-type: none"> • 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) • Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships in data using digital technologies as appropriate (AC SIS129) • Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence (AC SIS130) • Reflect on scientific investigations including evaluating the quality of the data collected, and identifying improvements (AC SIS131) • Use scientific knowledge and findings from investigations to evaluate claims based on evidence (AC SIS132) • Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate (AC SIS133)

<p>Elaborations</p>	<p>(AC SIS124)</p> <ul style="list-style-type: none"> • Recognising that the solution of some questions and problems requires consideration of social, cultural, economic or moral aspects rather than or as well as scientific investigation <p>(AC SIS125)</p> <ul style="list-style-type: none"> • Working collaboratively to decide how to approach an investigation <p>(AC SIS129)</p> <ul style="list-style-type: none"> • Using spreadsheets to aid the presentation and simple analysis of data <p>(AC SIS130)</p> <ul style="list-style-type: none"> • Referring to relevant evidence when presenting conclusions drawn from an investigation <p>(AC SIS131)</p> <ul style="list-style-type: none"> • Discussing investigation methods with others to share ideas about the quality of the inquiry process <p>(AC SIS132)</p> <ul style="list-style-type: none"> • Using the evidence provided by scientific investigations to evaluate the claims or conclusions of their peers <p>(AC SIS133)</p> <ul style="list-style-type: none"> • Presenting the outcomes of research using effective forms of representation of data or ideas and scientific language that is appropriate for the target audience
<p>Cross-Curricular Priority</p>	<p>Sustainability</p> <p>Systems</p> <p>OI.2 - All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival</p> <p>World Views</p> <p>OI.5 - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability</p>

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YEAR 7 HISTORY

Dolphins! The Heroes of Ancient Greece

Australian Curriculum Alignment

Learning Area	History
Year Level	Year 7
General Capabilities	<ul style="list-style-type: none"> • Personal and Social Capability • Ethical Understanding • Intercultural Understanding • Critical and Creative Thinking • Literacy
Strands	<ul style="list-style-type: none"> • Historical Knowledge and Understanding - Overview of the Ancient World / Investigating the Ancient Past / The Mediterranean World: Greece
Content Description	<ul style="list-style-type: none"> • Key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003) • The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029) • Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035) • Significant beliefs, values and practices of the ancient • Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH036)
Elaborations	<p>(ACOKFH003)</p> <ul style="list-style-type: none"> • Identifying the major civilisations of the ancient world (namely Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya); where and when they existed, and the evidence for contact between them <p>(ACDSEH029)</p> <ul style="list-style-type: none"> • Listing a range of sources (both archaeological and written) required in an historical investigation to develop a response to the question(s) being asked <p>(ACDSEH035)</p> <ul style="list-style-type: none"> • Outlining the rights of citizens in ancient Athens (for example, the right to vote), their responsibilities (for example, military service, attending assembly meetings) and the invention of freedom <p>(ACDSEH036)</p> <ul style="list-style-type: none"> • Investigating the significant beliefs, values and practices of the ancient Greeks (for example, the Olympic Games or the Delphic Oracle)

<p>Cross-Curricular Priority</p>	<p>Sustainability</p> <p>Systems</p> <p>01.2 - All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival</p>
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YEAR 10 GEOGRAPHY

Does the End Justify the Means? Dolphin Captivity in Australia and Asia

Australian Curriculum Alignment

Learning Area	Geography
Year Level	Year 10
General Capabilities	<ul style="list-style-type: none"> • Personal and Social Capability • Critical and Creative Thinking • Literacy • Ethical Understanding • Intercultural Understanding
Strands	<ul style="list-style-type: none"> • Geographical Knowledge and Understanding - Environmental change and management
Content Description	<ul style="list-style-type: none"> • Human-induced environmental changes that challenge sustainability (ACHGK070) • Environmental world views of people and their implications for environmental management (ACHGK071)
Elaborations	<p>(ACHGK070)</p> <ul style="list-style-type: none"> • Identifying human-induced environmental changes (for example, water and atmospheric pollution; loss of biodiversity; degradation of land, inland and coastal aquatic environments) and discussing the challenges they pose for sustainability • Evaluating the concept of ecosystem services and the importance of these services for sustainability of biodiversity <p>(ACHGK071)</p> <ul style="list-style-type: none"> • Describing the role of people's environmental world views (for example, human-centred and earth-centred) in producing different attitudes and approaches towards environmental management • Comparing the differences in people's views about the causes of environmental issues in Australia and across the world • Discussing whether environmental change is necessarily a problem that should be managed and explaining people's choices of methods for managing or responding to environmental changes

**Cross-
Curricular
Priority****Sustainability****World Views**

[OI.4](#) - world views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability

[OI.5](#) - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability

Asia and Australia's Engagement with Asia**Asia and its Diversity**

[OI.2](#) - Interrelationships between humans and the diverse environments in Asia shape the region and have global implications

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