LIVE EXPORT: THE GREAT DEBATE (YEAR 10 ENGLISH)

Australian Curriculum Alignment

Learning Area	English
Year Level	Year 10
General Capabilities	• Literacy • Critical and Creative Thinking • Ethical Understanding
Strands	• Literature: Responding to Literature / Creating Literature • Literacy: Interacting with Others
Content Description	Evaluate the social, moral and ethical positions represented in texts (ACELT1812) Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815) Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750) Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)
Elaborations	(ACELT1812) • Identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue (ACELT1815) • Creating a range of students' own spoken, written or multimodal texts, experimenting with and manipulating language devices for particular audiences, purposes and contexts (ACELT1750) • Selecting subject matter and language to position readers to accept representations of people, events, ideas and information (ACELT1813) • Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • Using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, activating prior knowledge to assess the credibility of a speaker's assertions, and summarising alternative views on an issue

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Cross-Curricular Priority	**Sustainability** **World Views** 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 **Futures** OI.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

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AMMONIA – THE GOOD, THE BAD, AND THE UGLY (YEAR 10 SCIENCE)

Australian Curriculum Alignment

Learning Area	Science
Year Level	Year 10
General Capabilities	- Numeracy - Critical and Creative Thinking - Ethical Understanding - Literacy
Strands	- Understanding Science - Chemical Sciences - Science as Human Endeavour – Use and Influence of Science - Science Inquiry Skills – Processing and Analysing Data and Information / Evaluating
Content Description	Different types of chemical reactions are used to produce a range of products and can occur at different rates (ACSSU187) People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities (ACSHE194) Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS204) Critically analyse the validity of information in primary and secondary sources, and evaluate the approaches used to solve problems (ACSIS206)
Elaborations	(ACSSU187) - Using word or symbol equations to represent chemical reactions investigating how chemistry can be used to produce a range of useful substances such as fuels, metals and pharmaceuticals (ACSHE194) - Evaluating claims relating to environmental footprints (ACSIS204) - Selecting subject matter and language to position readers to accept representations of people, events, ideas and information (ACSIS206) - Describing how scientific arguments, as well as ethical, economic and social arguments, are used to make decisions regarding personal and community issues

Cross-Curricular Priority	**Sustainability** **World Views** OI.3 - Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems **Futures** OI.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

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

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THE POWER OF THE PICTURE (YEAR 10 VISUAL ARTS)

Australian Curriculum Alignment

Learning Area	Visual Arts
Year Level	Year 9-10
General Capabilities	• Critical and Creative Thinking • Personal and Social Capability • Literacy • Intercultural Understanding
Content Description	Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125) Plan and design artworks that represent artistic intention (ACAVAM128) Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)
Elaborations	(ACAVAM125) • Considering viewpoints – societies and cultures: For example – Can you understand and explain why the artist has developed their representation in this way? How can you represent homelessness in a way that is globally recognised? (ACAVAM128) • Analysing and documenting the practices of selected visual artists and designers, including their use of materials, technologies, techniques and processes, when developing their art and design intentions for representation (ACAVAR131) • Identifying how visual arts professionals embed their values and beliefs, and how audiences react and interpret the meaning and intent of their artworks differently. • Considering the responsibilities of visual arts practitioners when making commentaries about social, environmental and sustainability issues • Considering viewpoints – critical theories: For example – Do you agree with the artist's point of view? Give reasons for your view • Interrogating the cultural and societal roles and responsibilities of arts industries and recognising the power of the visual arts in advocating for, and being a catalyst for, change

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CITIZENSHIP IN ACTION (YEAR 9 CIVICS AND CITIZENSHIP)

Australian Curriculum Alignment

Learning Area	Civics and Citizenship
Year Level	Year 9
General Capabilities	• Critical and Creative Thinking • Ethical Understanding • Personal and Social Capability • Literacy
Strands	Civics and Citizenship Knowledge and Understanding – Government and Democracy / Citizenship, diversity, and identity Civics and Citizenship Skills - Analysis, Synthesis, and Interpretation / Communication and Reflection
Content Description	How citizens' political choices are shaped, including the influence of the media (ACHCK076) How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079) Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084) Account for different interpretations and points of view (ACHCS085) Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)
Elaborations	(ACHCK076) • Discussing how social media is used to influence people's understanding of issues (ACHCK079) • Investigating why a particular group advocates for change (for example, in relation to gender equity) (ACHCS084) • Explaining the assumptions or missing information that may affect the reliability of an opinion about an issue (for example, commentary from a traditional form of media) (ACHGS085) • Taking on roles for a discussion to explore various points of view about a contemporary political or social issue (ACHGS089) • Considering Australian, regional and global futures and how students might contribute as active and informed citizens

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Cross-Curricular Priority	**Sustainability** **Systems** OI.2 - All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival **Futures** OI.6 - The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future

LIVE EXPORT AND GEOGRAPHICAL ISSUES (YEAR 9 GEOGRAPHY)

Australian Curriculum Alignment

Learning Area	Geography
Year Level	Year 9
General Capabilities	• Critical and Creative Thinking • Ethical Understanding • Information and Communication Technology • Numeracy • Literacy • Intercultural Understanding • Personal and Social Capability
Strands	• Geographical Knowledge and Understanding – Unit 2: Geographies of Interconnections. • Geographical Inquiry and Skills – Communicating / Reflecting and Responding
Content Description	The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067) The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068) Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070) 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 (ACHGS071)
Elaborations	(ACHGK067) • Investigating how and why places are interconnected regionally, nationally and globally through trade in goods and services (ACHGK068) • Evaluating the effects of international demand for food products on biodiversity throughout the world, in the places of their production (ACHGS070) • Presenting an oral response, supported by visual aids including maps, to communicate a reasoned argument about a contemporary geographical issue, and responding to questions (ACHGS071) • Examining the environmental, economic and social factors that need to be considered in an investigation of a contemporary geographical issue such as ways of increasing Australian or global food production or the effects of information and communications technologies on the location of manufacturing or services and debating alternative responses that consider environmental, economic and social factors

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Cross-Curricular Priority	**Sustainability** **Systems** OI.3 - Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems **Futures** OI.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