YEAR 7 CIVICS AND CITIZENSHIP

A Person by Any Other Name? Legal Personhood and Animals

Australian Curriculum Alignment

Learning Area	Civics and Citizenship
Year Level	Year 7
General Capabilities	• Literacy • Critical and Creative Thinking • Ethical Understanding • Personal and Social Capability
Strands	• Civics and Citizenship Knowledge and Understanding - Laws and Citizens • Civics and Citizenship Skills - Questioning and Research / Problem-solving and Decision-making / Communication and Reflection
Content Description	• How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHCK050) • Identify, gather and sort information and ideas from a range of sources (ACHCS055) • Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057) • Reflect on their role as a citizen in Australia's democracy (ACHCS060)
Elaborations	(ACHCK050) • Discussing the meaning and importance of the rule of law (ACHCS055) • Categorising information under headings that are the focus for research (ACHCS057) • Identifying the influences or circumstances that may have informed different perspectives about a civics and citizenship issue (ACHCS060) • Recognising their own emotional reactions when interacting with people who are different from them • Raising awareness of different perspectives (for example, about sustainability challenges)

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Elaborations	(ACELA1553) • Experimenting with ways to present personal viewpoints through innovating with texts (ACELT1633) • Exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students' own (ACELT1635) • Establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts (ACELT1773) • By comparing texts, writing or speaking about how well the author constructed the opening and closing sections of the text and used 'hooks' to keep the reader/viewer/listener engaged and reading on/watching/listening to the end (ACELY1740) • Exploring and identifying moral and ethical dimensions of an issue represented in different texts, and how these align or contradict with personal and others' perspectives • Understanding the role of intonation, pausing, punctuation and combinations of clause and rhythm in spoken language (ACELY1811) • Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations (ACELY1746) • Presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such the importance of maintaining balance in the biosphere
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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YEAR 9 ENGLISH

Seeing the World Through Their Eyes – Animals' Viewpoints in our Lives

Australian Curriculum Alignment

Learning Area	**English**
Year Level	Year 9
General Capabilities	• Personal and Social Capability • Literacy • Intercultural Capability • Ethical Understanding • Critical and Creative Thinking • Information and Communication Technology Capability
Strands	• Language - Language for Interaction • Literature - Literature and Context / Responding to literature / Creating Literature • Literacy - Interacting with Others / Creating Texts
Content Description	• Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553) • Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633). • Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635) • Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773) • Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740) • Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811) • Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)

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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.

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YEAR 10 GEOGRAPHY

What Are Our Attitudes Towards the Legal Status of Animals: Property or Persons?

Australian Curriculum Alignment

Learning Area	Geography
Year Level	Year 10
General Capabilities	• Ethical Understanding • Critical and Creative Thinking • Literacy • Personal and Social Capability • Intercultural Understanding • Numeracy • Information and Communication Technology Capability
Strands	• Geographical Knowledge and Understanding - Environmental change and management • Geographical Inquiry and Skills - Observing, Questioning, planning / Collecting, Recording, Evaluating and Representing / Interpreting, Analysing and Concluding / Communicating / Reflecting and Responding
Content Description	• Human-induced environmental changes that challenge sustainability (ACHGK070) • Environmental world views of people and their implications for environmental management (ACHGK071) • Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS072) • Interpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS076) • 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 (ACHGS079) • 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 (ACHGS080)

Elaborations	(ACHGK070) • Evaluating the concept of ecosystem services and the importance of these services for sustainability of biodiversity (ACHGK071) • Describing the role of people's environmental world views (for example, human-centred and earth-centred) in different attitudes and approaches towards environmental management (ACHGS072) • Developing questions of geographical significance about an area of focus in the geographical knowledge and understanding strand (ACHGS076) • Constructing computer-generated tables, graphs, maps and diagrams to analyse data (ACHGS079) • Constructing a logical argument, supported by evidence (for example, accounting for observed patterns in wellbeing at the local, national and global scales), and responding to questions (ACHGS080) • Reflecting on the role of personal values and attitudes in influencing their responses to situations including goals (for example, environmental protection)
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.

YEAR 10 ENGLISH

Are Humans Able to Measure Animal Cognitive Capacities?

Australian Curriculum Alignment

Learning Area	**English**
Year Level	Year 10
General Capabilities	- Literacy - Ethical Understanding - Critical and Creative Thinking - Personal and Social Capability - Information and Communication Technology Capability
Strands	- Language - Language for Interaction - Literature - Responding to Literature / Creating Literature / Interpreting, Analysing, Evaluating - Literacy - Creating Texts
Content Description	- Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565) - Evaluate the social, moral and ethical positions represented in texts (ACELT1812) - Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644) - Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752) - Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756) - Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)

Elaborations	(ACELA1565) • Considering whether ethical judgments of good, bad, right or wrong are absolute or relative through consideration of texts with varying points of view and through discussion with others (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 (ACELT1644) • Creating texts that refer to themes or make particular connections to texts, for example writing crime fiction or romance short stories (ACELY1752) • Skim reading sections of a persuasive text to identify the main contention, key arguments in linked paragraphs and supporting evidence in order to locate points for building rebuttal or counter argument (ACELY1756) • Presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument (ACELY1757) • Reflecting on, critiquing and refining students' own texts prior to publishing for an authentic audience, such as uploading a movie to a website, contributing to an anthology, writing texts appropriate for the workplace, or delivering a presentation
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.7 - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

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YEAR 10 GEOGRAPHY

Animals: Property or Persons?

Australian Curriculum Alignment

Learning Area	**Geography**
Year Level	Year 10
General Capabilities	• Ethical Understand • Critical and Creative Thinking • Literacy • Interpersonal Capability
Strands	• Geographical Knowledge and Understanding - Environmental Change and Management • Geographical Inquiry and Skills - Observing, Questioning, Planning / Collecting, Recording, Evaluating and Representing / Interpreting, Analysing and Concluding / Communicating / Reflecting and Responding
Content Description	• Human-induced environmental changes that challenge sustainability (ACHGK070) • Environmental world views of people and their implications for environmental management (ACHGK071) • Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073) • 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 (ACHGS079) • 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 (ACHGS080)

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Elaborations	(ACHGK070) • 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 (ACHGK071) • 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 (ACHGS073) • Collecting geographical information from secondary sources (for example, topographic maps, thematic maps, choropleth maps, weather maps, climate graphs, compound column graphs and population pyramids, scatter plots, tables, satellite images and aerial photographs, reports, census data and the media) (ACHGS079) • Constructing a logical argument, supported by evidence (for example, accounting for observed patterns in wellbeing at the local, national and global scales), and responding to questions (ACHGS080) • Explaining how the application of geographical concepts and methods has contributed to deep understanding of the causes of and solutions to issues related to environmental change, human wellbeing or development
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.7 - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments. 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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