

ACTIVITY 1 - YEAR 7 SCIENCE

All About Chickens: A Year 7 Science Conference

Australian Curriculum Alignment

Learning Area	Science
Year Level	Year 7
General Capabilities	<ul style="list-style-type: none"> • Critical and Creative Thinking • Ethical Understanding • Literacy • Information and Communication Technology Capability • Personal and Social Capability
Strands	<ul style="list-style-type: none"> • Science as a Human Endeavour - Use and Influence of Science • Science Inquiry Skills - Questioning and Predicting / Processing and Analysing Data and Information / Communicating
Content Description	<p>Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120)</p> <p>Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (ACSIS124)</p> <p>Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence (ACSIS130)</p> <p>Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate (ACSIS133)</p>
Elaborations	<p>(ACSHE120)</p> <ul style="list-style-type: none"> • Considering how human activity in the community can have positive and negative effects on the sustainability of ecosystems <p>(ACSIS124)</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>(ACSIS130)</p> <ul style="list-style-type: none"> • Using diagrammatic representations to convey abstract ideas and to simplify complex situations <p>(ACSIS133)</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

**Cross-
Curricular
Priority**

Sustainability

Systems

[01.3](#) - Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

Futures

[01.7](#) - 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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ACTIVITY 3 - YEARS 9-10 ARTS

Making A Short Video On One Aspect of How Chickens Are Raised for Meat in Australia

Australian Curriculum Alignment

Learning Area	The Arts
Year Level	Year 9-10
General Capabilities	<ul style="list-style-type: none"> • Critical and Creative Thinking • Ethical Understanding • Literacy • Information and Communication Technology Capability
Strands	<ul style="list-style-type: none"> • Media Arts
Content Description	<ul style="list-style-type: none"> • Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes (ACAMAM076) • Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues (ACAMAM077)
Elaborations	<p>(ACAMAM076)</p> <ul style="list-style-type: none"> • Varied – depending on student's choice. <p>(ACAMAM077)</p> <ul style="list-style-type: none"> • Producing media artworks for safe posting on suitable social media sharing sites, taking account of ethical and legal responsibilities • Considering viewpoints – critical theories: For example – What are the social and ethical implications of a viral marketing campaign? • Organising and curating a school media arts exhibition
Cross-Curricular Priority	<p>Sustainability</p> <p>Futures</p> <p>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.</p>

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YEAR 9-10 DESIGN AND TECHNOLOGIES

Consuming Cruelty: Analysing Animal Product Consumption and Designing Future Alternatives

Australian Curriculum Alignment

Learning Area	Design and Technologies
Year Level	Year 9 and 10
General Capabilities	<ul style="list-style-type: none"> • Literacy • Numeracy • Critical and Creative Thinking • Personal and Social Capability • Ethical Understanding • Information and Communication Technology Capability
Strands	<ul style="list-style-type: none"> • Design Technologies Knowledge and Understanding
Content Description	<ul style="list-style-type: none"> • Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040) • Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)
Elaborations	<p>(ACTDEK040)</p> <ul style="list-style-type: none"> • Critiquing mass production systems taking into account ethics and sustainability considerations, for example the mass production of food, clothing and shoes and why manufacturers produce different versions of the same product <p>(ACTDEK041)</p> <ul style="list-style-type: none"> • Explaining the consequences of social, ethical and sustainability decisions for products, services and environments, for example a managed public environment such as a theme park • Predicting the impact of emerging technologies for preferred futures • Recognising real-world problems and understanding basic needs when considering designed solutions, for example Engineers Without Borders High School Outreach Program allows students to design solutions to problems in a country in Asia

**Cross-Curricular
Priority****Sustainability****Systems**

[01.2](#) - All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival

[01.3](#) - Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems

Futures

[01.7](#) - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments

[01.8](#) - 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

[01.9](#) - Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments

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YEAR 9 CIVICS AND CITIZENSHIP

Sanctioning Cruelty: Do Laws Protect or Facilitate Animal Cruelty?

Australian Curriculum Alignment

Learning Area	Civics and Citizenship
Year Level	Year 9
General Capabilities	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Personal and Social Capability • Ethical Understanding • Intercultural Understanding
Strands	<ul style="list-style-type: none"> • Civics and Citizenship Knowledge and Understanding – Citizenship, Diversity and Identity • Civics and Citizenship Skills – Questioning and Research / Analysis, Synthesis and Interpretation / Problem-solving and Decision-making / Communication and Reflection
Content Description	<ul style="list-style-type: none"> • How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079) • Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS082) • Account for different interpretations and points of view (ACHCS085) • Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086) • Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)

<p>Elaborations</p>	<p>(ACHCK079)</p> <ul style="list-style-type: none"> Investigating why a particular group advocates for change (for example, in relation to gender equity) <p>(ACHCS082)</p> <ul style="list-style-type: none"> Selecting key questions to investigate an aspect of Australia’s political and legal systems (for example, the role of juries) <p>(ACHCS085)</p> <ul style="list-style-type: none"> Taking on roles for a discussion to explore various points of view about a contemporary political or social issue <p>(ACHCS086)</p> <ul style="list-style-type: none"> Recognising that common issues may need to be seen through diverse cultural lenses Recognising that people will not always agree and using strategies to accommodate difference and accept compromise <p>(ACHCS089)</p> <ul style="list-style-type: none"> Considering Australian, regional and global futures and how students might contribute as active and informed citizens
<p>Cross-Curricular Priority</p>	<p>Sustainability</p> <p>World Views</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> <p>Asia and Australia’s Engagement with Asia</p> <p>Asia and its Diversity</p> <p>01.1 - The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions</p> <p>01.2 - Interrelationships between humans and the diverse environments in Asia shape the region and have global implications</p>

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