

Healthy. Water. Ways – Australian Curriculum Alignment Secondary Years (7 – 10)

		Year 7	Year 8	Year 9	Year 10
Science	Science Understanding	Biological sciences			
		Classification helps organise the diverse group of organisms (ACSSU111)	Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce (ACSSU150)	Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)	The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (ACSSU185)
	Science as a Human Endeavour	Nature and development of science			
		Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available (ACSHE119 / ACSHE 134) Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223 / ACSHE226)	Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community (ACSHE157 / ACSHE191)		
		Use and influence of science			
		Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120 / ACSHE135) People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121 / ACSHE136)	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 (ACSHE160 / ACSHE194) Values and needs of contemporary society can influence the focus of scientific research (ACSHE228 / ACSHE230)		
	Science Inquiry Skills	Questioning and predicting			
		Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (AC SIS124 / AC SIS139)	Formulate questions or hypotheses that can be investigated scientifically (AC SIS164 / AC SIS198)		
		Planning and conducting			
	Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (AC SIS125 / AC SIS140)	Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (AC SIS165 / AC SIS199)			

		Year 7	Year 8	Year 9	Year 10
Science	Science Inquiry Skills (cont'd)	Processing and analysing data and information			
		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 (ACSIS129 / ACSIS144) Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence (ACSIS130 / ACSIS145)	Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS170 / ACSIS204)		
		Evaluating			
		Reflect on scientific investigations including evaluating the quality of the data collected, and identifying improvements (ACSIS131 / ACSIS146) Use scientific knowledge and findings from investigations to evaluate claims based on evidence (ACSIS132 / ACSIS234)	Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data (ACSIS171 / ACSIS205)		
		Communicating			
		Communicate ideas, findings and evidence-based solutions to problems using scientific language, and representations, using digital technologies as appropriate (ACSIS133 / ACSIS148)	Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (ACSIS174 / ACSIS208)		
Geography	Geographical Knowledge and Understanding	Unit 1: Water in the world	Unit 1: Landforms and landscapes		Unit 1: Environmental change and management
		Classification of environmental resources and the forms that water takes as a resource (ACHGK037) The way that flows of water connects places as it moves through the environment and the way this affects places (ACHGK038) The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)	Human causes and effects of landscape degradation (ACHGK051) Ways of protecting significant landscapes (ACHGK052)		Human-induced environmental changes that challenge sustainability (ACHGK070) Environmental world views of people and their implications for environmental management (ACHGK071)
		Unit 2: Place and liveability			
		The influence of environmental quality on the liveability of places (ACHGK045)			

		Year 7	Year 8	Year 9	Year 10
Geography	Geographical Inquiry and Skills	Observing, questioning and planning			
		Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047 / ACHGS055)		Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063 / ACHGS072)	
		Reflecting and responding			
		Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054 / ACHGS062)		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 / ACHGS080)	
English	Literacy	Interacting with others			
		Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719) Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)	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)	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)
General capabilities & cross-curriculum priorities		 Literacy  Ethical Understanding	 Numeracy  Personal and Social Capability	 Critical and Creative Thinking  Intercultural Understanding	 Information and Communication Technology (ICT) Capability  Sustainability