

**BOONDALL STATE SCHOOL YEAR 6: YEAR LEVEL PLAN**

<b>ENGLISH</b>	<b>6 hours/week</b>	<b>Year Level Description</b>	<p>The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.</p> <p>In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.</p> <p>Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.</p> <p>The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.</p> <p>Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.</p> <p>Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.</p>			
		<b>Title</b>	<b>Boondall English Unit 1 ( adapted from C2C Unit 1 )</b>	<b>Boondall English Unit 2 ( adapted from C2C Unit 2 )</b>	<b>Boondall English Unit 3 ( adapted from C2C Unit 4 )</b>	<b>Boondall English Unit 4 ( adapted from C2C Unit 6 )</b>
		<b>Unit Description</b>	<b>Short stories</b> Students listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict. Students also reflect on the writing process when making and explaining editorial choices.	<b>Examining advertising in the media</b> Students read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuasive effect. They demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.	<b>Interpreting literary texts</b> Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences.	<b>Comparing texts</b> Students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit.
		<b>Student responses to summative assessment tasks provides evidence of their learning and represents their achievements over reporting period. The assessment tasks should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</b>				
		<b>Assessment Purpose Statement</b>	<p><b>Short story</b> Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.</p> <p><b>Comprehension</b> Students analyse and compare text structures and language features authors use to influence readers.</p>	<p><b>Create a multimodal advertisement</b> Students create a multimodal advertisement and explain how it persuades the viewer.</p> <p><b>Comprehension</b> Travel Advertisements comprehension from C2C</p>	<p><b>Letter to the Future</b> <i>Written</i> Students write a letter to a student in the future to evoke a sense of time and place.</p> <p><b>Reading Comprehension</b> Students read and comprehend a letter from a different historical context and analyse and explain language features.</p>	<p><b>Arguing a point of view</b> Students argue a point of view about the effectiveness of literary and informative texts in conveying their message.</p> <p><b>Panel discussion</b> Students participate in a panel discussion to challenge or clarify other students' points of view and analysis.</p>
		<b>Assessment Conventions</b>	<p><b>Text</b> – imaginative - narrative <b>Technique</b> – extended response, short answers (test) <b>Mode</b> - written <b>Conditions</b> – individual, access to resources, brainstorm as a class, planning template, draft in class time, conferencing and feedback provided by teacher, published using Word, comprehension test conditions</p>	<p><b>Text</b> – persuasive - advertisement <b>Technique</b> – extended response, short answers <b>Mode</b> – multimodal, written, <b>Conditions</b> - individual, access to resources, planning template, draft in class time, conferencing and feedback provided by teacher, published using Powerpoint or Publisher</p>	<p><b>Text</b> – informative – personal letter <b>Technique</b> – extended response, short answers, multiple choice <b>Mode</b> – written <b>Conditions</b> - individual, access to resources, brainstorm as a class, planning template, draft in class time, conferencing and feedback provided by teacher, published using Word, comprehension test conditions</p>	<p><b>Text</b> – persuasive, informative response <b>Technique</b> – extended response, panel discussion <b>Mode</b> – written and spoken <b>Conditions</b> - individual, access to resources, analysis of text as a class, planning template, draft in class time, conferencing and feedback provided by teacher, published using Word, individuals present argument and respond to questions in a small group</p>
		<b>Aspect of Achievement Standard</b>	<p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to</p>	<p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to</p>	<p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to</p>	<p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to</p>

	<p>explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.  <b>Productive modes (speaking, writing and creating)</b>  Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.</p> <p><b>Taught</b>  <b>Assessed</b></p>	<p>explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.  <b>Productive modes (speaking, writing and creating)</b>  Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.</p> <p><b>Taught</b>  <b>Assessed</b></p>	<p>explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.  <b>Productive modes (speaking, writing and creating)</b>  Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.</p> <p><b>Taught</b>  <b>Assessed</b></p>	<p>explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.  <b>Productive modes (speaking, writing and creating)</b>  Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.</p> <p><b>Taught</b>  <b>Assessed</b></p>
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<b>General capabilities and cross-curriculum priorities</b>	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 
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<b>Key</b>	<b>General capabilities</b> Literacy Numeracy Information and Communication Technology (ICT) Capability	<b>Cross-curriculum priorities</b> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability
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<b>Content descriptions for Year 6 English</b>  <b>Review for balance and coverage of content descriptions</b>	<b>Language</b>	<b>Semester 1</b>		<b>Semester 2</b>	
		<b>BSS Unit 1</b>	<b>BSS Unit 2</b>	<b>BSS Unit 3</b>	<b>BSS Unit 4</b>
	<b>Language variation and change</b>				
	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)			✓	
	<b>Language for interaction</b>				
	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)			✓	✓
	Understand the uses of objective and subjective language and bias (ACELA1517)			✓	✓
	<b>Text structure and organisation</b>				
	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	✓	✓		✓
	Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	✓	✓		✓
	Understand the uses of commas to separate clauses (ACELA1521)	✓		✓	✓
	<b>Expressing and developing ideas</b>				
	Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)	✓	✓		✓
	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)	✓		✓	✓
	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)				✓
	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)	✓	✓	✓	✓
	<b>Phonics and word knowledge</b>				
	Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (ACELA1526)	✓	✓	✓	✓
	Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words (ACELA1830)	✓	✓	✓	✓
	<b>Literature</b>	<b>Semester 1</b>		<b>Semester 2</b>	

	BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
<b>Literature and context</b>				
Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)	✓		✓	
<b>Responding to literature</b>				
Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	✓	✓		✓
Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)	✓	✓	✓	✓
<b>Examining literature</b>				
Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)	✓			
Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)		✓		✓
<b>Creating literature</b>				
Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)	✓	✓		
Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	✓	✓	✓	
<b>Literacy</b>	<b>Semester 1</b>		<b>Semester 2</b>	
	<b>BSS Unit 1</b>	<b>BSS Unit 2</b>	<b>BSS Unit 3</b>	<b>BSS Unit 4</b>
<b>Texts in context</b>				
Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)		✓		✓
<b>Interacting with others</b>				
Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)			✓	✓
Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)		✓		✓
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)		✓		✓
<b>Interpreting, analysing, evaluating</b>				
Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	✓	✓		✓
Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)				✓
Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	✓	✓	✓	✓
Analyse strategies authors use to influence readers (ACELY1801)	✓	✓	✓	✓
<b>Creating texts</b>				
Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	✓	✓	✓	✓
Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)	✓	✓		✓
Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)	✓	✓	✓	✓
Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)	✓	✓	✓	✓

<b>MATHEMATICS</b>	<b>5 hours/week</b>	<b>Year Level Description</b>	<p>The proficiency strands <b>understanding, fluency, problem-solving</b> and <b>reasoning</b> are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.</p> <p>At this year level:</p> <ul style="list-style-type: none"> <li>• <b>understanding</b> includes describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations</li> <li>• <b>fluency</b> includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units and interpreting timetables</li> <li>• <b>problem-solving</b> includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays and finding the size of unknown angles</li> <li>• <b>reasoning</b> includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another and explaining why the actual results of chance experiments may differ from expected results.</li> </ul>			
		<b>Unit Description</b>	<b>C2C Unit 1</b>	<b>C2C Unit 2</b>	<b>C2C Unit 3</b>	<b>C2C Unit 4</b>
		<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and place value - Identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving all four operations</li> <li>• Fractions and decimals - Order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions</li> <li>• Money and financial mathematics - investigate and calculate percentage discounts of 10%, 25% and 50% on sale items.</li> <li>• Using units of measurement - solve problems involving the comparison of lengths and areas, and interpret and use timetables</li> <li>• Chance - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments.</li> <li>• Data representation and interpretation - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays and identify the difference between categorical and numerical data.</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and place value - select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers, and identify, describe and continue square and triangular numbers.</li> <li>• Fractions and decimals - apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by one-digit whole numbers, and locate, order and compare fractions with related denominators and locate them on a number line.</li> <li>• Patterns and algebra - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations.</li> <li>• Using units of measurement - make connections between volume and capacity</li> <li>• Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids.</li> <li>• Geometric reasoning - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and place value - identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, compare and order positive and negative integers.</li> <li>• Fractions and decimals - add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in tenths and hundredths, and solve problems involving fractions and decimals.</li> <li>• Money and financial mathematics - connect fractions and percentage, calculate percentages and discounts, calculate discounts of 10%, 25% and 50% on sale items.</li> <li>• Patterns and algebra - create and complete sequences involving fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations when solving problems.</li> <li>• Using units of measurement - connect decimals to the metric system, convert between units of measure, compare length and solve problems involving length and area and connect volume and capacity.</li> <li>• Location and transformation - identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, apply one-step transformations and describe combinations of translations, reflections and rotations.</li> <li>•</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and place value -, solve problems using the order of operations, solve multiplication and division problems using a written algorithm.</li> <li>• Fractions and decimals - add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options.</li> <li>• Patterns and algebra – represent number patterns in a table and graphically, use rules to continue patterns, write a rule to describe a pattern, apply the rule to find the value of unknown terms</li> <li>• Location and transformation - apply translations, reflections and rotations to create symmetrical shapes.</li> <li>• Geometric reasoning - measure and describe angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts.</li> <li>• Chance – conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, compare observed and expected frequencies.</li> <li>• Data representation and interpretation - compare primary and secondary data, source secondary data, explore data displays in the media, problem solve and reason by interpreting secondary data.</li> </ul>	
		<b>Assessment</b>	<p><b>Gympie Maths Alliance: Interpreting and comparing data displays</b>  <i>Short answer questions</i>            Students interpret and compare data displays.</p> <p><b>Gympie Maths Alliance: Interpreting and using timetables</b>  <i>Short answer questions</i>            Students interpret and use timetables and cost information to determine a travel schedule.</p>	<p><b>Gympie Maths Alliance: Applying the order of operations</b>  <i>Short answer questions</i>            Students write and apply the correct use of brackets and order of operations in number sentences.</p> <p><b>Gympie Maths Alliance: Investigating angles</b>  <i>Short answer questions</i>            Students find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point</p>	<p><b>Gympie Maths Alliance: Identifying number properties and calculating percentage discounts</b>  <i>Short answer questions</i>            Students recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication, calculate common percentage discounts on sale items and connect fractions, decimals and percentages</p> <p><b>Gympie Maths Alliance: Locating integers and describing and transformations</b>  <i>Short answer questions</i>            Students describe the use of integers in everyday contexts, locate integers on a number line, locate and</p>	<p><b>Gympie Maths Alliance: Describing probabilities and comparing frequencies</b>  <i>Short answer questions</i>            Students compare observed and expected frequencies and write probabilities as fractions, decimals and percentages.</p>
<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>						

			<p>ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations</p> <p><b>Gympie Maths Alliance: Calculating fractions and decimals</b>  <i>Short answer questions</i>  Students locate fractions on a number line, solve problems involving the addition and subtraction of related fractions, calculate a simple fraction of a quantity and describe rules for sequences, involving fractions and decimals. To perform calculations on decimals including multiplying and dividing by powers of 10 and make connections between capacity and volume.</p>	
Assessment Conventions	<p><b>Text</b> – calculating, data displays, mathematical explanations  <b>Techniques –Exams</b> short answers and calculations  <b>Mode</b> – written,  <b>Conditions</b> – independent, under supervision, resources provided</p>	<p><b>Text</b> – calculating, data displays, mathematical explanations  <b>Techniques –Exams</b> short answers and calculations  <b>Mode</b> – written,  <b>Conditions</b> – independent, under supervision, resources provided</p>	<p><b>Text</b> – calculating, data displays, mathematical explanations  <b>Techniques –Exams</b> short answers and calculations  <b>Mode</b> – written,  <b>Conditions</b> – independent, under supervision, resources provided</p>	<p><b>Text</b> – calculating, data displays, mathematical explanations  <b>Techniques –Exams</b> short answers and calculations  <b>Mode</b> – written,  <b>Conditions</b> – independent, under supervision, resources provided</p>
Aspect of Achievement Standard	<p>By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.</p> <p><b>Taught</b>  <b>Assessed</b></p>	<p>By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.</p> <p><b>Taught</b>  <b>Assessed</b></p>	<p>By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.</p> <p><b>Taught</b>  <b>Assessed</b></p>	<p>By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.</p> <p><b>Taught</b>  <b>Assessed</b></p>

		All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.					
	Moderation	<b>Consistency of teacher judgments</b> Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.					
	General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 		
	Key	<b>General capabilities</b>  Literacy  Numeracy  Information and Communication Technology (ICT) Capability	 Personal and Social Capability  Ethical Understanding  Intercultural Understanding  Critical and Creative thinking	<b>Cross-curriculum priorities</b>  Aboriginal and Torres Strait Islander Histories and Cultures  Asia and Australia's Engagement with Asia  Sustainability			
Content descriptions for Year 6 Mathematics Review for balance and coverage of content descriptions	<b>Number and Algebra</b>		<b>Semester 1</b>		<b>Semester 2</b>		
		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>		
	<b>Number and place value</b>						
	Identify and describe properties of prime, composite, square and triangular numbers. (ACMNA122)	✓	✓	✓	✓	✓	
	Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers. (ACMNA123)	✓	✓	✓	✓	✓	
	Investigate everyday situations that use integers. Locate and represent these numbers on a number line. (ACMNA124)		✓	✓	✓	✓	
	<b>Fractions and decimals</b>						
	Compare fractions with related denominators and locate and represent them on a number line. (ACMNA125)	✓	✓				
	Solve problems involving addition and subtraction of fractions with the same or related denominators. (ACMNA126)	✓		✓	✓	✓	
	Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies. (ACMNA127)	✓		✓	✓	✓	
	Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers. (ACMNA128)		✓	✓	✓	✓	
	Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies. (ACMNA129)		✓	✓	✓	✓	
	Multiply and divide decimals by powers of 10. (ACMNA130)		✓	✓	✓	✓	
	Make connections between equivalent fractions, decimals and percentages. (ACMNA131)	✓		✓	✓	✓	
	<b>Money and financial mathematics</b>						
	Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies. (ACMNA132)	✓		✓	✓	✓	
	<b>Patterns and algebra</b>						
	Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence. (ACMNA133)		✓	✓	✓	✓	
	Explore the use of brackets and order of operations to write number sentences. (ACMNA134)		✓	✓	✓	✓	
	<b>Measurement and Geometry</b>		<b>Semester 1</b>		<b>Semester 2</b>		
		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>		
	<b>Using units of measurement</b>						
	Connect decimal representations to the metric system. (ACMMG135)			✓	✓	✓	
Convert between common metric units of length, mass and capacity. (ACMMG136)		✓	✓	✓	✓		
Solve problems involving the comparison of lengths and areas using appropriate units. (ACMMG137)	✓	✓	✓	✓	✓		
Connect volume and capacity and their units of measurement. (ACMMG138)		✓	✓				
Interpret and use timetables. (ACMMG139)	✓				✓		
<b>Shape</b>							
Construct simple prisms and pyramids. (ACMMG140)		✓					
<b>Location and transformation</b>							
Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies. (ACMMG142)			✓	✓	✓		
Introduce the Cartesian coordinate system using all four quadrants. (ACMMG143)			✓	✓	✓		
<b>Geometric reasoning</b>							
Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles. (ACMMG141)		✓			✓		

Statistics and Probability	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 4
<b>Chance</b>				
Describe probabilities using fractions, decimals and percentages. (ACMSP144)	✓			✓
Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies. (ACMSP145)				✓
Compare observed frequencies across experiments with expected frequencies. (ACMSP146)				✓
<b>Data representation and interpretation</b>				
Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables. (ACMSP147)	✓			✓
Interpret secondary data presented in digital media and elsewhere. (ACMSP148)				✓

SCIENCE	1 hour 45 min /week	Year Level Description	<p>The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.</p> <p>Incorporating the key ideas of science</p> <p>Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.</p> <p>In Year 6, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity, and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale to generation of electricity from a variety of sources at another scale and begin to see links between these systems. They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly, they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and the value of accuracy in these measurements. They learn how to look for patterns and to use these to identify and explain relationships by drawing on evidence.</p>			
			C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
		Unit Description	<p><b>CHEMICAL SCIENCES</b> <b>Making changes</b></p> <p><b>Inquiry Question</b> What changes are reversible or irreversible and why?</p> <p>Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.</p>	<p><b>PHYSICAL SCIENCES</b> <b>Energy and electricity</b></p> <p><b>Inquiry Question</b></p> <p>Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity have, affected people's lives. They evaluate personal and community decisions related to use of different energy sources and their sustainability.</p>	<p><b>EARTH &amp; SPACE SCIENCES</b> <b>Our changing world</b></p> <p><b>Inquiry Question</b></p> <p>Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.</p>	<p><b>BIOLOGICAL SCIENCES</b> <b>Life on Earth</b></p> <p><b>Inquiry Question</b></p> <p>Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.</p>
		Assessment	<p><b>Testing change: Reversible or irreversible?</b> <i>Experimental investigation</i></p> <p>Students plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings</p>	<p><b>Analysing energy and electricity</b> <i>Supervised assessment</i></p> <p>Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>	<p><b>Explaining natural events and change</b> <i>Exam</i></p> <p>Students explain how natural events cause rapid changes to the Earth's surface and identify contributions to the development of science by people from a range of cultures. They identify how research can improve data.</p>	<p><b>Investigating mouldy bread</b> <i>Experimental investigation</i></p> <p>Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. They collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.</p>
		Assessment Conditions	<p><b>Text</b> - procedures and information reports <b>Techniques</b> - short answer and extended response <b>Mode</b> - written and practical <b>Conditions</b> - group and individual, resources provided, in class</p>	<p><b>Text</b> - casual response and procedure <b>Techniques</b> - short answer and extended response <b>Mode</b> - written and practical <b>Conditions</b> - individual, in class , resources provided</p>	<p><b>Text</b> - information report <b>Techniques</b> - short answer and extended response <b>Mode</b> - written <b>Conditions</b> - individual, in class, resources provided</p>	<p><b>Text</b> - procedure <b>Techniques</b> - short answer and extended response <b>Mode</b> - written and practical <b>Conditions</b> - group and individual, resources provided, in class</p>
		<p><b>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</b></p>				

	Aspect of Achievement Standard	<p>By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions.</p> <p>Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.</p> <p>Taught Assessed</p>	<p>By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions.</p> <p>Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.</p> <p>Taught Assessed</p>	<p>By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions.</p> <p>Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.</p> <p>Taught Assessed</p>	<p>By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions.</p> <p>Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.</p> <p>Taught Assessed</p>		
		All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.					
		Moderation	<p><b>Consistency of teacher judgments</b> Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>				
		General capabilities and cross-curriculum priorities	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 	
Key	<p><b>General capabilities</b></p> <ul style="list-style-type: none"> <li> Literacy</li> <li> Numeracy</li> <li> Information and Communication Technology (ICT) Capability</li> </ul>		<p><b>Cross-curriculum priorities</b></p> <ul style="list-style-type: none"> <li> Personal and Social Capability</li> <li> Ethical Understanding</li> <li> Intercultural Understanding</li> <li> Critical and Creative thinking</li> </ul>		<p><b>Cross-curriculum priorities</b></p> <ul style="list-style-type: none"> <li> Aboriginal and Torres Strait Islander Histories and Cultures</li> <li> Asia and Australia's Engagement with Asia</li> <li> Sustainability</li> </ul>		

Content descriptions for Year 6 Science	Review for balance and coverage of content descriptions	Semester 1		Semester 2	
		Unit 1	Unit 2	Unit 3	Unit 4
<b>Science Understanding</b>					
<b>Biological sciences</b>					
The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)					✓
<b>Chemical sciences</b>					
Changes to materials can be reversible or irreversible (ACSSU095)		✓			
<b>Earth and space sciences</b>					
Sudden geological changes and extreme weather events can affect Earth's surface (ACSSU096)				✓	
<b>Physical sciences</b>					
Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources (ACSSU097)			✓		
<b>Science as a Human Endeavour</b>					
<b>Nature and development of science</b>					
Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098)			✓	✓	✓
<b>Use and influence of science</b>					
Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)		✓	✓	✓	✓
<b>Science Inquiry Skills</b>					
<b>Questioning and predicting</b>					
With guidance, pose clarifying questions and make predictions about scientific investigations (AC SIS232)		✓	✓	✓	✓
<b>Planning and conducting</b>					
Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS103)		✓	✓	✓	✓
Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (AC SIS104)		✓			✓
<b>Processing and analysing data and information</b>					
Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (AC SIS107)		✓	✓	✓	✓
Compare data with predictions and use as evidence in developing explanations (AC SIS221)		✓		✓	✓
<b>Evaluating</b>					
Reflect on and suggest improvements to scientific investigations (AC SIS108)		✓			
<b>Communicating</b>					
Communicate ideas, explanations and processes using scientific representations in a variety of ways including multi-modal texts (AC SIS110)		✓	✓	✓	✓

HUMANITIES & SOCIAL SCIENCES	2 hours /week	Year Level Description	<p><b>Australia in the past and present and its connections with a diverse world</b></p> <p>The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present. Students investigate the importance of rights and responsibilities and informed decision-making, at the personal level of consumption and civic participation, and at the national level through studies of economic, ecological and government processes and systems. In particular, students examine Asia's natural, demographic and cultural diversity, with opportunities to understand their connections to Asian environments. These studies enable students to understand how they are interconnected with diverse people and places across the globe.</p> <p>The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including <b>significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action</b>. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.</p> <p>The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from four sub-strands: history, geography, civics and citizenship and economics and business. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p><b>Inquiry Questions</b></p> <p>A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.</p> <ul style="list-style-type: none"> <li>• How have key figures, events and values shaped Australian society, its system of government and citizenship?</li> <li>• How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</li> <li>• How has Australia developed as a society with global connections, and what is my role as a global citizen?</li> </ul>			
		Unit Description	<b>C2C Unit 1</b>	<b>C2C Unit 2</b>	<b>Adapted C2C Unit 3 and 4</b>	<b>C2C Unit 5</b>
		<p><b>Australia in the past</b></p> <p>Inquiry questions: <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• examine the key figures, events and ideas that led to Australia's Federation and Constitution</li> <li>• recognise the contribution of individuals and groups to the development of Australian society since Federation</li> <li>• investigate the key institutions, people and processes of Australia's democratic and legal system</li> <li>• locate, collect and interpret information from primary sources</li> <li>• sequence information about events and the lives of individuals in chronological order</li> <li>• present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.</li> </ul>	<p><b>Australians as citizens</b></p> <p>Inquiry questions: <i>What does it mean to be an Australian citizen? How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• recognise the responsibilities of electors and representatives in Australia's democracy</li> <li>• consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens</li> <li>• identify different points of view and solutions to an issue</li> <li>• generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others</li> <li>• examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres</li> </ul>	<p><b>Australia in a diverse world and Global Connections</b></p> <p>Inquiry questions: <i>How do places, people and cultures differ across the world?</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia</li> <li>• investigate differences in the economic, demographic and social characteristics of countries across the world</li> <li>• consider the world's cultural diversity, including that of its indigenous peoples</li> <li>• identify Australia's connections with other countries</li> <li>• organise and represent data in large- and small-scale maps using appropriate conventions</li> <li>• interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places</li> <li>• present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.</li> </ul>	<p><b>Making decisions to benefit my community</b></p> <p><b>Inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• How can resources be used to benefit individuals, the community and the environment?</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• investigate a familiar community or regional economics or business issue that may affect the individual or the local community</li> <li>• examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs</li> <li>• identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment</li> <li>• recognise the reasons businesses exist and the different ways they provide goods and services</li> <li>• present ideas, findings and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</li> </ul>	
<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>						

	Assessment	<p>To explain the significance of key people, events, institutions and processes to the development of the Australian nation. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>explain the significance of Federation and the contribution of individuals towards Federation</li> <li>explain the causes and effects of Federation on Australian society</li> <li>explain the importance of people, institutions and processes to Australia's democracy and legal system</li> <li>locate and collect useful data and information from primary and secondary sources</li> <li>examine sources to determine their origin and purpose and to identify different perspectives in the past</li> <li>sequence information about events, the lives of individuals and selected phenomena in chronological order present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</li> </ul>	<p>To investigate the rights and responsibilities of Australian citizens today, and the experiences of Australian democracy and citizenship for different groups in the past. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>identify and describe continuities and changes for different groups in the past</li> <li>compare the experiences of different people in the past</li> <li>describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens</li> <li>explain different views on how to respond to an issue or challenge</li> <li>generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</li> </ul>	<p>To demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe, compare and explain the diverse characteristics of different places in different locations from local to global scales</li> <li>interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions</li> <li>organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.</li> </ul> <p>Unit 4 Collection of work Students investigate the effects of trade connections between Australia and Asia. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe how people, places, communities and environments are globally interconnected and identify the effects of these interconnections over time</li> <li>develop appropriate questions to frame an investigation</li> <li>locate and collect useful data and information from primary and secondary sources</li> <li>interpret data to identify, describe and compare patterns and trends and evaluate evidence to draw conclusions</li> <li>reflect on learning to propose action in response to an issue or challenge and describe the probable effects of their proposal</li> </ul>	<p>Students explain ways that resources can be used to benefit individuals, the community and the environment. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>recognise why choices about the allocation of resources involve trade-offs</li> <li>explain why it is important to be informed when making consumer and financial decisions</li> <li>identify the purpose of business and recognise the different ways that businesses choose to provide goods and services</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</li> </ul>
	Assessment Conventions	<p><b>Text</b> - source analysis <b>Techniques</b> - short answer, extended response <b>Mode</b> - written <b>Conditions</b> - independent, access to source materials</p>	<p><b>Text</b> - source analysis <b>Techniques</b> - short answer, extended response, mapping, interpreting graphs <b>Mode</b> - written <b>Conditions</b> - independent, access to source materials</p>	<p><b>Text</b> - source analysis <b>Techniques</b> - short answer, extended response, mapping, interpreting graphs <b>Mode</b> - written <b>Conditions</b> - independent, access to source materials</p>	<p><b>Text</b> - source analysis <b>Techniques</b> - short answer, extended response, interpreting tables <b>Mode</b> - written <b>Conditions</b> - independent, access to source materials</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Aspect of Achievement Standard</p>	<p>By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. 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They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.</p> <p>Taught Assessed</p>	<p>By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. 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	<p>All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.</p>			

	Moderation	<p><b>Consistency of teacher judgments</b> Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>		
	General capabilities and cross-curriculum priorities	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 
	Key	<p><b>General capabilities</b></p> <ul style="list-style-type: none"> <li> Literacy</li> <li> Numeracy</li> <li> Information and Communication Technology (ICT) Capability</li> </ul>		<p><b>Cross-curriculum priorities</b></p> <ul style="list-style-type: none"> <li> Personal and Social Capability</li> <li> Ethical Understanding</li> <li> Intercultural Understanding</li> <li> Critical and Creative thinking</li> <li> Aboriginal and Torres Strait Islander Histories and Cultures</li> <li> Asia and Australia's Engagement with Asia</li> <li> Sustainability</li> </ul>

Knowledge and Understanding	Unit 1	Unit 2	Unit 3 & 4	Unit 5
<b>History</b>				
Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134)	✓			
Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)		✓		
Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)		✓		
The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)	✓			
<b>Geography</b>				
The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138)			✓	
Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)			✓	
The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)			✓	
Australia's connections with other countries and how these change people and places (ACHASSK141)			✓	
<b>Civics and Citizenship</b>				
The key institutions of Australia's democratic system of government and how it is based on the Westminster system (ACHASSK143)	✓			
The roles and responsibilities of Australia's three levels of government (ACHASSK144)	✓			
The responsibilities of electors and representatives in Australia's democracy (ACHASSK145)		✓		
Where ideas for new laws can come from and how they become law (ACHASSK146)	✓			
The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147)		✓		
The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)		✓		
<b>Economics and Business</b>				
How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149)				✓
The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)				✓
The reasons businesses exist and the different ways they provide goods and services (ACHASSK151)				✓
<b>Inquiry and Skills</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3 &amp; 4</b>	<b>Unit 5</b>
<b>Questioning</b>				
Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)	✓	✓	✓	✓
<b>Researching</b>				
Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)	✓	✓	✓	✓
<b>Inquiry and Skills</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3 &amp; 4</b>	<b>Unit 5</b>
<b>Researching</b>				
Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124)	✓	✓	✓	✓
Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125)	✓	✓		
<b>Analysing</b>				
Examine primary and secondary sources to determine their origin and purpose (ACHASSI126)	✓	✓		
Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127)	✓	✓		✓
Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128)	✓	✓	✓	
<b>Evaluating and reflecting</b>				
Evaluate evidence to draw conclusions (ACHASSI129)	✓	✓	✓	✓
Work in groups to generate responses to issues and challenges (ACHASSI130)		✓		
Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)		✓		✓
Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)		✓		✓
<b>Communicating</b>				
Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)	✓	✓	✓	✓

<b>THE ARTS</b> 45 min /week	<b>Band Description</b>	<p>In Years 5 and 6, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.</p> <p>As they make and respond to the arts, students explore meaning and interpretation, and social and cultural contexts of the arts. They evaluate the use of forms and elements in artworks they make and observe.</p> <p>Students extend their understanding of safety in the arts. In Years 5 and 6, their understanding of the roles of artists and audiences builds on previous bands. They develop their understanding and use of performance or technical skills to communicate intention for different audiences. They identify a variety of audiences for different arts experiences as they engage with more diverse artworks as artists and audiences.</p> <p>In Media Arts, students:</p> <ul style="list-style-type: none"> <li>develop their use of structure, intent, character and settings by incorporating points of view and genre conventions in their compositions</li> <li>extend their understanding and use of time, space, sound, movement, lighting and technologies</li> <li>identify the variety of audiences for which media artworks are made</li> <li>explain the purpose and processes for producing media artworks</li> <li>explore meaning and interpretation, and forms and elements including structure, intent, character and settings as they make and respond to media artworks</li> <li>consider the ethical behaviour and role of communities and organisations in regulating access to media artworks.</li> </ul>	<p>In Years 5 and 6, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.</p> <p>As they make and respond to the arts, students explore meaning and interpretation, and social and cultural contexts of the arts. They evaluate the use of forms and elements in artworks they make and observe.</p> <p>Students extend their understanding of safety in the arts. In Years 5 and 6, their understanding of the roles of artists and audiences builds on previous bands. They develop their understanding and use of performance or technical skills to communicate intention for different audiences. They identify a variety of audiences for different arts experiences as they engage with more diverse artworks as artists and audiences.</p> <p>In Visual Arts, students:</p> <ul style="list-style-type: none"> <li>develop understanding of use and application of visual conventions as they develop conceptual and representational skills</li> <li>test and innovate with properties and qualities of available materials, techniques, technologies and processes, combining two or more visual arts forms to test the boundaries of representation.</li> <li>explore a diversity of ideas, concepts and viewpoints as they make and respond to visual artworks as artists and audiences</li> <li>draw ideas from other artists, artworks, symbol systems, and visual arts practices in other cultures, societies and times</li> <li>extend their understanding of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints.</li> </ul>		
		<b>C2C Unit 3 Media Arts</b>		<b>C2C Unit 3 Visual Arts</b>	
	<b>Unit Description</b>	<b>Music video</b>	<b>Grand shelter designs</b>		
		<p>In this unit, students explore music video styling, concepts and production processes from ideation to creation. Students will:</p> <ul style="list-style-type: none"> <li>explore representations and characterisations of people in music videos and how point of view is controlled by creators of music videos through story principles and genre conventions</li> <li>experiment with production of music video concepts based on community and student audience, considering how point of view can be controlled by production and use of media technologies</li> <li>present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions and use of media technologies</li> <li>compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of character, time and place in media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples.</li> </ul>	<p>In this unit, students explore the design process by identifying a need then designing a product that will enhance school engagement, interaction or purpose. Students will:</p> <ul style="list-style-type: none"> <li>explore and explain the work of designers who respond to culture, time and place, including Aboriginal, Torres Strait Islander and Asian designers, and use this in the development of their own artworks</li> <li>apply the design process in research and development of a product to meet the needs of the school environment, clients and/or culture using appropriate visual conventions (digital imaging, model making, drawing) to demonstrate vision as a designer</li> <li>plan the presentation of design process and product with explanation of need and solution to enhance meaning for audience</li> <li>compare the influence of culture, time and place on design products and use art terminology to explain aesthetic and functional adaptation of design.</li> </ul>		
	<b>Assessment</b>	<p><b>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</b></p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting</li> <li>explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view</li> <li>explain the purposes and audiences for media artworks made in different cultures, times and places.</li> </ul>		<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>use visual conventions and visual arts practices to express a personal view in artworks</li> <li>demonstrate different techniques and processes in planning and making artwork</li> <li>explain how ideas are represented in artworks they make and view</li> <li>describe the influences of artworks and practices from different cultures, times and places in their art making</li> <li>describe how the display of artworks enhances meaning for an audience.</li> </ul>	
		<b>Assessment Conventions</b>	<p><b>Text</b> - music video  <b>Techniques</b> - digital filming and editing  <b>Mode</b> - Music video  <b>Conditions</b> - small group and independent</p>	<p><b>Text</b> - n/a  <b>Techniques</b> - drawing, short response, explanations  <b>Mode</b> - written and drawn  <b>Conditions</b> - individual</p>	
	<b>Aspect of Achievement Standard</b>	<p>By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places.</p> <p>Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.</p> <p><b>Taught</b>  <b>Assessed</b></p>		<p>By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.</p> <p><b>Taught</b>  <b>Assessed</b></p>	
		<p><b>All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.</b></p>			
	<b>Moderation</b>	<p><b>Consistency of teacher judgments</b>  Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>			
		<b>General capabilities and cross-curriculum priorities</b>	<p>Opportunities to engage with:</p>	<p>Opportunities to engage with:</p>	<p>Opportunities to engage with:</p>

Key	<i>General capabilities</i>  Literacy  Numeracy  Information and Communication Technology (ICT) Capability	<i>Cross-curriculum priorities</i>  Aboriginal and Torres Strait Islander Histories and Cultures  Asia and Australia's Engagement with Asia  Sustainability
Content descriptions for Years 5 & 6 ARTS  Review for balance and coverage of Content Descriptions and Concepts in each unit	<b>Years 5 and 6 Content Descriptions VISUAL ARTS</b>	
		<b>Unit 3</b>
	Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to represent different views and opinions (ACAVAM114)	✓
	Develop and apply visual art techniques and processes when making their artworks (ACAVAM115)	✓
	Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)	✓
	Explaining how visual conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)	✓
	<b>Years 5 and 6 Content Descriptions MEDIA ARTS</b>	
	Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAM062)	✓
	Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text (ACAMAM063)	✓
	Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)	✓
	Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks (ACAMAR065)	✓
	<i>Content Descriptions in each Arts subject focus on similar concepts and skills that across the bands, present a developmental sequence of knowledge, understanding and skills. The concepts for each subject are derived from the Content Descriptions and Achievement Standards, and are supported by The Arts viewpoints ahunt26of contexts, knowledge, evaluations and judgments.</i>	