Australian Curriculum Alignment (A-G)

The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:

Business (Years 7-10)	Environment and Modern Agriculture	Healthful Eating
Year 7 ● By the end of Year 7, students describe how decisions are made to allocate limited resources to individuals and communities in an economy. They describe the reasons businesses exist and types of businesses, and identify how entrepreneurial characteristics contribute to the success of a business. They describe the reasons individuals choose to work, how they may derive an income and the types of work that exist. ● Students identify the rights and responsibilities of individuals and businesses in terms of products and services. ● Students develop questions to investigate an economic and business issue. They locate, select and organise data and information from sources. They interpret information and data to identify economic and business issues, trends or effects. They develop a response and identify potential costs and benefits. Students use economic and business knowledge, concepts, terms and sources to create descriptions and explanations.	✔	✔

Year 8	● By the end of Year 8, students explain how markets influence the allocation of resources to the production of goods and services. They explain ways that businesses adapt to opportunities in markets and respond to the work environment. They describe the importance of Australia's taxation system and its effect on decision-making by individuals and businesses. Students explain why individuals and/or businesses budget and plan. ● Students develop a range of questions to investigate an economic and business issue. They locate, select and organise relevant information and data. They interpret information and data to identify economic and business issues and trends, and describe economic cause-and-effect relationships. They develop a response to an economic and business issue. They identify and evaluate potential costs and benefits. ● Students use economic and business knowledge, concepts, terms and research findings to create descriptions and explanations.	✔	✔
Year 9	● By the end of Year 9, students explain the role of Australia's financial sector and its effect on economic decision-making by individuals and businesses. They explain the interdependence of participants in the global market and the effect on economic decision-making. They explain the reasons for trade and Australia's pattern of trade with Asia. They explain why businesses seek to create and maintain a competitive advantage. ● Students explain how individuals and businesses manage consumer and financial risks and rewards. ● Students develop and modify questions to investigate an	✔	✔

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	economic and business issue. They locate, select and analyse information and data from a range of sources. They interpret and analyse information and data to explain economic trends and cause-and-effect relationships, and identify consumer and financial impacts. They develop a response to an economic and business issue, taking account of economic, business or financial factors. They evaluate a response using criteria and make decisions about how it is to be implemented. ● Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and arguments that acknowledge research findings.		
Year 10	● By the end of Year 10, students analyse how economic indicators influence Australian Government decision-making. They explain ways that the government intervenes to improve economic performance and living standards. They explain processes that businesses use to manage the workforce and improve productivity. They explain the importance of Australia's superannuation system and its effect on consumer and financial decision-making. ● Students analyse factors that influence major consumer and financial decisions, and explain the short- and long-term effects of these decisions. ● Students develop and modify a range of questions to investigate an economic and business issue. They locate, select and analyse relevant and reliable information and data from a range of sources. They interpret and analyse information and data to evaluate trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts. They develop an evidence-based response to an economic and	✔	✔

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	business issue. They evaluate a response, using appropriate criteria to decide on a course of action. • Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and reasoned arguments that synthesise research findings.		

Civics and Citizenship (Years 7-10)	**Environment and Modern Agriculture**	**Healthful Eating**

Year 7	• By the end of Year 7, students describe the key features of Australia's system of government, and the principles and features of the Australian legal system. They explain the characteristics of Australian democracy. • Students describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society. • Students develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify perspectives and challenges related to political, legal or civic issues. They identify and describe the methods or strategies related to civic participation or action. • Students use civics and citizenship concepts, terms and sources to create descriptions, explanations, explanations and arguments.	✔	✔

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Year 8	• By the end of Year 8, students explain how Australians are informed about and participate in their democracy. They describe the roles of political parties and elected representatives in Australian government. They explain the characteristics of laws, how laws are made and the types of law in Australia. • Students identify ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity. • Students develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify and describe perspectives and challenges related to political, legal or civic issues. They explain the methods or strategies related to civic participation or action. • Students use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments.	✔	✔
Year 9	• By the end of Year 9, students analyse the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change. They explain policy development and legislative processes in Australia's democracy. They identify the key features and jurisdictions of Australia's court system and explain the role and processes of courts and tribunals. • Students identify the reasons individuals and groups participate in and contribute to civic life nationally and globally. They explain the influence of the media on reflections of identity and	✔	✔

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	diversity. ● Students develop a range of questions and locate, select and compare information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information to explain perspectives and challenges related to political, legal or civic issues. ● Students identify and evaluate the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and evidence-based arguments.		
Year 10	● By the end of Year 10, students compare the key features and values of Australia's system of government to those of another system of government. They describe the Australian Government's role and responsibilities at a regional and global level. They explain the role of the High Court of Australia. They explain how Australia's international legal obligations influence the law and government policy. They identify and explain challenges to a resilient democracy and a cohesive society in Australia. ● Students develop and refine a range of questions and locate, select and compare relevant and reliable information from a range of sources to investigate political and legal systems, and contemporary civic issues. They analyse information to evaluate perspectives and challenges related to political, legal or civic issues. They evaluate and compare the methods or strategies related to civic participation or action. ● Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and arguments that synthesise evidence from sources.	✔	✔

Dance (Years 6-10)	Environment and Modern Agriculture	Healthful Eating
Year 6	• By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures. • Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create art works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. • By the end of Year 6, students explain how the elements of dance are used in dance that they choreograph, perform and/or experience. They describe how dance from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe how dance is used to continue and revitalise cultures. • Students use the elements of dance and/or choreographic devices to choreograph dances that communicate ideas,	✔	✔

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	perspectives and/or meaning. They demonstrate safe dance practice and use of technical, and expressive skills. They perform dances in informal and/or formal settings.		
Year 7-8	• By the end of Year 8, students analyse how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience. They evaluate the ways that dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to dance. • Students manipulate the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences.	✔	✔

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Year 9-10	• By the end of Year 10, students analyse how and/or why the elements of dance, choreographic devices, genre- or style-specific techniques, production elements, and/or technical and expressive skills are manipulated in dance they create and/or experience. They evaluate how dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They evaluate how dance is used to celebrate and challenge perspectives of Australian identity. • Students select and manipulate the elements of dance, choreographic devices and/or structure to choreograph dances. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning when performing dance for audiences.	✔	✔

Design and Technologies (Years 6-10)	Environment and Modern Agriculture	Healthful Eating
Year 6	✔	✔

Year 6

- By the end of Year 6, students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts, students explain how the features of technologies impact on design decisions and they create designed solutions. They process data and show how digital systems represent data, design algorithms involving complex branching and iteration, and implement them as visual programs including variables. They select and justify design ideas and solutions against design criteria.
- Students share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions.
- Students securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. They identify their digital footprint and recognise its permanence.
- By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions.

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	• Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. • Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions.		
Years 7-8	• By the end of Year 8 students explain how people design, innovate and produce products, services and environments for preferred futures. For each of the 4 prescribed technologies contexts students explain how the features of technologies impact on design decisions, and create designed solutions based on analysis of needs or opportunities. They acquire, interpret and model with spreadsheets and represent data with integers and binary. • Students design and trace algorithms; and implement them in a general-purpose programming language. • Students create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability. They communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools. They select appropriate hardware for particular tasks, explain how data is transmitted and secured in networks, and identify cyber security threats. They use a range of digital tools to individually and collaboratively document and manage production processes to safely and responsibly produce designed or digital solutions for the intended purpose. • Students manage their digital footprint.	✔	✔

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Years 9-10	• By the end of Year 10 students explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. They explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures. • For one or more of the technologies contexts, students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities. • Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools. • Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary. They select and use technologies skilfully and safely to produce designed solutions.	✔	✔

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Digital Technologies (Years 6-10)	Environment and Modern Agriculture	Healthful Eating
Year 6	● By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. ● For each of the 3 prescribed technologies contexts, students explain how the features of technologies impact on design decisions and they create designed solutions. They process data and show how digital systems represent data, design algorithms involving complex branching and iteration, and implement them as visual programs including variables. They select and justify design ideas and solutions against design criteria. ● Students share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions. ● Students securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. They identify their digital footprint and recognise its permanence. ● By the end of Year 6 students develop and modify digital solutions, and define problems and evaluate solutions using user stories and design criteria. They process data and show how digital systems represent data. ● Students design algorithms involving complex branching and iteration and implement them as visual programs including	✔	✔

	variables. They securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. ● Students select and use appropriate digital tools effectively to plan, create, locate and share content, and to collaborate, applying agreed conventions and behaviours. They identify their digital footprint and recognise its permanence.		
Years 7-8	● By the end of Year 8 students develop and modify creative digital solutions, decompose real-world problems, and evaluate alternative solutions against user stories and design criteria. ● Students acquire, interpret and model data with spreadsheets and represent data with integers and binary. They design and trace algorithms and implement them in a general-purpose programming language. ● Students select appropriate hardware for particular tasks, explain how data is transmitted and secured in networks, and identify cyber security threats. They select and use a range of digital tools efficiently and responsibly to create, locate and share content; and to plan, collaborate on and manage projects. ● Students manage their digital footprint.	✔	✔

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Years 9-10	- By the end of Year 10 students develop and modify innovative digital solutions, decompose real-world problems, and critically evaluate alternative solutions against stakeholder elicited user stories. - Students acquire, interpret and model complex data with databases and represent documents as content, structure and presentation. They design and validate algorithms and implement them, including in an object-oriented programming language. - Students explain how digital systems manage, control and secure access to data; and model cyber security threats and explore a vulnerability. They use advanced features of digital tools to create interactive content, and to plan, collaborate on, and manage agile projects. - Students apply privacy principles to manage digital footprints.	✔	✔

English (Years 6-10)		Environment and Modern Agriculture	Healthful Eating
Year 6	- 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 explain their response to it. They listen to discussions, clarifying content and challenging others' ideas. - 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.	✔	✔

Year 7	• By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice. • They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning. • They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features.	✔	✔

| Year 8 | ● By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.
● They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.
● They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features. | ✔ | ✔ |

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Year 9	• By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice. • They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features. • They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features.	✔	✔

Year 10	• By the end of Year 10, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice. • They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts. • They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation. They select and experiment with text structures to organise, develop and link ideas and representations. They select, vary and experiment with language features including literary devices, and experiment with multimodal features.	✔	✔

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Geography (Years 7-10)	Environment and Modern Agriculture	Healthful Eating
Year 7	- By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. - Students describe a response or strategy to address a geographical phenomenon or challenge. - Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.	✔	
Year 8	By the end of Year 8, students explain how the interactions of people and environmental processes impact on the characteristics of places. They explain how the characteristics of places are perceived and valued differently by people. They describe the effects of human activity or hazards on	✔	

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	environments. They explain the features of a distribution and identify implications. They explain the interconnections between people and places and environments. They explain how these interconnections change places or environments. ● Students explain responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors. ● Students develop relevant questions about a geographical phenomenon or challenge. They collect, organise and represent relevant and reliable data and information using primary research methods and secondary research materials. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw reasoned conclusions about the impact of the geographical phenomenon or challenge. They decide on appropriate strategies for action and explain potential impacts. ● Students use geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses.		
Year 9	● By the end of Year 9, students explain how peoples' activities or environmental processes change the characteristics of places. They explain the effects of human activity on environments, and the effects of environments on human activity. They explain the features of biomes' distribution and identify implications for environments. They analyse the interconnections between people and places and environments. They identify and explain how these interconnections influence people, and change places and environments. ● Students analyse strategies to address a geographical	✔	

	phenomenon or challenge using environmental, social or economic criteria. ● Students develop a range of questions about a geographical phenomenon or challenge. They collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw evidence-based conclusions about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies, predict impacts and make a recommendation. ● Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings.		
Year 10	● By the end of Year 10, students explain how the interactions of people and environmental processes at different scales change the characteristics of places. They explain the effects of human activity on environments, and the effect of environments on human activity, over time. They evaluate the implications of a distribution. They evaluate the extent of interconnections occurring between people and places and environments. They analyse changes that result from these interconnections and their consequences. ● Students evaluate strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria. ● Students develop a range of relevant questions about a geographical phenomenon or challenge. They collect, represent	✔	

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| | and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials, using appropriate formats. They interpret and analyse data and information to make generalisations and predictions, explain significant patterns and trends, and infer relationships. They draw evidence-based conclusions, based on relevant data and information, about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies using criteria, recommend a strategy and explain the predicted impacts.
● Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that synthesise research findings. | | |