

Curriculum Map - Poverty

General Capabilities



Literacy



Numeracy



ICT



Intercultural Understanding



Critical and Creative Thinking



Personal and Social Capability



Ethical Understanding

Cross-curriculum priorities

CROSS-CURRICULUM PRIORITY	ORGANISING IDEA AND CODE
<p style="text-align: center;">ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA</p>	<p>Collaboration and engagement with the peoples of Asia support effective regional and global citizenship. (OI.5)</p>
	<p>Australians play a significant role in social, cultural, political and economic developments in the Asia region. (OI.7)</p>

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Year 5

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) ✓ Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) ✓ Re-read and edit student’s own and others’ work using agreed criteria for text structures and language features (ACELY1705) ✓ Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707) 	
HASS	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118) 	<ul style="list-style-type: none"> ✓ Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094) ✓ Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095) ✓ Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096) ✓ Work in groups to generate responses to issues and challenges (ACHASSI102) ✓ Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) ✓ Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)
ACTIVITIES	<ul style="list-style-type: none"> • Poverty Activity 4 – People and Organisations • Poverty Activity 19 – What is Poverty? 	

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Year 6

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) ✓ 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) ✓ Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1717) 	
HASS	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139) ✓ Australia’s connections with other countries and how these change people and places (ACHASSK141) 	<ul style="list-style-type: none"> ✓ Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122) ✓ Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123) ✓ Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124) ✓ 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)
ACTIVITIES	<ul style="list-style-type: none"> • Poverty Activity 3 – Overseas Comparisons • Poverty Activity 11 – Overcoming Poverty 	

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Year 7

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723) ✓ Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725) ✓ Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) ✓ Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728) 	
CIVICS AND CITIZENSHIP	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’, can promote cohesion within Australian society (ACHCK052) ✓ How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053) 	<ul style="list-style-type: none"> ✓ Identify, gather and sort information and ideas from a range of sources (ACHCS055) ✓ Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056) ✓ Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS058) ✓ Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059) ✓ Reflect on their role as a citizen in Australia’s democracy (ACHCS060)
GEOGRAPHY	<ul style="list-style-type: none"> ✓ Causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042) ✓ Factors that influence the decisions people make about where to live and their perceptions of the liveability of place (ACHGK043) ✓ The influence of accessibility to services and facilities on the liveability of places (ACHGK044) ✓ The influence of environmental quality on the liveability of places (ACHGK045) ✓ The influence of social connectedness and community identity on the liveability of place (ACHGK046) <ul style="list-style-type: none"> ✓ Represent data in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049) ✓ Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054) 	
ACTIVITIES	<ul style="list-style-type: none"> • Poverty Activity 1 – Picture Prompt Liveability • Poverty Activity 2 – Liveability Criteria • Poverty Activity 20 – Sustainable Development Goals 	



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Year 8

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723) ✓ Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725) ✓ Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) ✓ Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728) 	
CIVICS AND CITIZENSHIP	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ How citizens can participate in Australia’s democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062) 	<ul style="list-style-type: none"> ✓ Represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS057) ✓ Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS062)
GEOGRAPHY	<ul style="list-style-type: none"> ✓ Management and planning of Australia’s urban future (ACHGK059) 	<ul style="list-style-type: none"> ✓ Represent data in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049) ✓ Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054)
ACTIVITIES	<ul style="list-style-type: none"> • Poverty Activity 7 – Urbanisation and Poverty • Poverty Activity 10 – Summary Activities 	

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Year 9

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742) ✓ Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744) ✓ Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746) ✓ Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748) 	
CIVICS AND CITIZENSHIP	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079) 	<ul style="list-style-type: none"> ✓ Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083) ✓ Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087) ✓ Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088) ✓ Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)
GEOGRAPHY	<ul style="list-style-type: none"> ✓ The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067) ✓ Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071) 	
ACTIVITIES	<ul style="list-style-type: none"> • Poverty Activity 8 – Action Plan • Poverty Activity 9 – Developing Countries and Trade • Poverty Activity 15 – Make Poverty History 	

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Year 10

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756) ✓ Review, edit and refine students’ own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757) ✓ Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776) 	
CIVICS AND CITIZENSHIP	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ The Australian Government’s role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091) ✓ How Australia’s international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093) 	<ul style="list-style-type: none"> ✓ Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS096) ✓ Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100) ✓ Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS101) ✓ Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)
GEOGRAPHY	<ul style="list-style-type: none"> ✓ Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076) ✓ Reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077) ✓ The role of international and national government and non-government organisations’ initiatives in improving human wellbeing in Australia and other countries (ACHGK081) 	<ul style="list-style-type: none"> ✓ Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS079) ✓ Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS080)
ACTIVITIES	<ul style="list-style-type: none"> • Poverty Activity 17 – SDGs Australia • Poverty Activity 21 – SDG Diamond Ranking 	