Australian Curriculum V9
Content and Skills Alignment

The *Kids in Action* environmental education initiative aims to support teachers and educators in delivering the Australian Curriculum. As a program of activities (focussed on an annual environmental theme), participation in *Kids in Action* offers opportunities to develop knowledge, understanding and skills across all learning areas of the Australian Curriculum.

The extent to which learning outcomes are addressed is dependent on the scale of participation in the *Kids in Action* program as well as the scope of school projects. Commonly, involvement in the program may contribute to the demonstration of the learning outcomes listed below.

English	
Year 5	Understand that language is selected for social contexts and that it helps to signal social roles and relationships (AC9E5LA01)
	Describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts (AC9E5LA03)
	Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5LY02)
	Plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features (AC9E5LY07)
	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5LY05)
	Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation (AC9E5LY06)

Year 6	Understand that language varies as levels of formality and social distance increase (AC9E6LA01)
	Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02)
	Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features (AC9E6LY07)
	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources (AC9E6LY05)
	Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features (AC9E6LY06)
Year 7	Use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts (AC9E7LY02)
	Plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace (AC9E7LY07)
	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas (AC9E7LY05)
	Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical (AC9E7LY06)
Year 8	Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion (AC9E8LY02)
	Plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical (AC9E8LY07)
	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts (AC9E8LY05)
	Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical (AC9E8LY06)

Science	
Year 5	Examine how particular structural features and behaviours of living things enable their survival in specific habitats (AC9S5U01)
	Examine why advances in science are often the result of collaboration or build on the work of others (AC9S5H01)
	Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions (AC9S5H02)
	Pose investigable questions to identify patterns and test relationships and make reasoned predictions (AC9S5I01)
	Plan and conduct repeatable investigations to answer questions, including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place (AC9S5I02)
	Use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate (AC9S5I03)
	Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate (AC9S5I06)
Year 6	Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions (AC9S6U01)
	Examine why advances in science are often the result of collaboration or build on the work of others (AC9S6H01)
	Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions (AC9S6H02)
	Pose investigable questions to identify patterns and test relationships and make reasoned predictions (AC9S6I01)
	Plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place (AC9S6I02)
	Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate (AC9S6I06)
Year 7	Investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys (AC9S7U01)
	Use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations (AC9S7U02)
	Investigate how cultural perspectives and world views influence the development of scientific knowledge (AC9S7H02)

	Examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations (AC9S7H03)
	Develop investigable questions, reasoned predictions and hypotheses to explore scientific models, identify patterns and test relationships (AC9S7I01)
	Plan and conduct reproducible investigations to answer questions and test hypotheses, including identifying variables and assumptions and, as appropriate, recognising and managing risks, considering ethical issues and recognising key considerations regarding heritage sites and artefacts on Country/Place (AC9S7I02)
	Write and create texts to communicate ideas, findings and arguments for specific purposes and audiences, including selection of appropriate language and text features, using digital tools as appropriate (AC9S7I08)
Year 8	Recognise cells as the basic units of living things, compare plant and animal cells, and describe the functions of specialised cell structures and organelles (AC9S8U01)
	Analyse the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explain how these systems enable survival of the individual (AC9S8U02)
	Explain how new evidence or different perspectives can lead to changes in scientific knowledge (AC9S8H01)
	Investigate how cultural perspectives and world views influence the development of scientific knowledge (AC9S8H02)
	Examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations (AC9S8H03)
	Explore the role of science communication in informing individual viewpoints and community policies and regulations (AC9S8H04)
	Develop investigable questions, reasoned predictions and hypotheses to explore scientific models, identify patterns and test relationships (AC9S8I01)
	Plan and conduct reproducible investigations to answer questions and test hypotheses, including identifying variables and assumptions and, as appropriate, recognising and managing risks, considering ethical issues and recognising key considerations regarding heritage sites and artefacts on Country/Place (AC9S8I02)
	Write and create texts to communicate ideas, findings and arguments for specific purposes and audiences, including selection of appropriate language and text features, using digital tools as appropriate (AC9S8I08)

Humanities and Social Sciences

Year 5	The impact of the development of British colonies in Australia on the lives of Frist Nations Australians, the colonists and convicts, and on the natural environment (AC9HS5K02)
	The influence of people, including First Nations Australians and people in other countries, on the characteristics of a place (AC9HS5K04)
	The management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences (AC9HS5K05)

	How citizens (members of communities) with shared beliefs and values work together to achieve a civic goal (AC9HS5K07)
	Types of resources, including natural, human and capital, and how they satisfy needs and wants (AC9HS5K08)
	Develop questions to investigate people, events, developments, places and systems (AC9HS5S01)
	Locate, collect and organise information and data from primary and secondary sources in a range of formats (AC9HS5S02)
	Evaluate primary and secondary sources to determine origin, purpose and perspectives (AC9HS5S03)
	Propose actions or responses to issues or challenges and use criteria to assess the possible effects (AC9HS5S06)
	Present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions (AC9HS5S07)
Year 6	Develop questions to investigate people, events, developments, places and systems (AC9HS6S01)
	Locate, collect and organise information and data from primary and secondary sources in a range of formats (AC9HS6S02)
	Evaluate primary and secondary sources to determine origin, purpose and perspectives (AC9HS6S03)
	Propose actions or responses to issues or challenges and use criteria to assess the possible effects (AC9HS6S06)
	Present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions (AC9HS6S07)

History

Year 7	Theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including Australia (AC9HH7K01)
	The cultural obligations of First Nations Australians about significant heritage sites, including ancestral remains, material culture and artefacts, and the role of collaboration between First Nations Australians and other individuals and groups to ensure cultural preservation (AC9HH7K07)
	How First Nations Australians have responded to environmental processes and changes over time (AC9HH7K04)
	The technological achievements of early First Nations Australians, and how these developed in different places and contributed to daily life, and land and water source management (AC9HH7K05)
	The social organisation and cultural practices of early First Nations Australians, and their continuity and change over time (AC9HH7K06)
	Locate and identify primary and secondary sources to use in historical inquiry (AC9HH7S02)
	Identify perspectives, attitudes and values of the past in sources (AC9HH7S06)

Geography

Year 7	Classification of environmental resources and the way that water connects and changes places as it moves through environments (AC9HG7K01)
	The economic, cultural, spiritual and aesthetic value of water for people, including First Nations Australians (AC9HG7K03)
	Factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental quality (AC9HG7K05)
	The cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place (AC9HG7K07)
	Develop questions for a geographical inquiry related to a phenomenon or challenge (AC9HG7S01)
	Collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate (AC9HG7S02)
	Identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts (AC9HG7S05)
	Create descriptions, explanations and responses using geographical knowledge and methods, concepts, terms, and reference sources (AC9HG7S06)
Year 8	The spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians (AC9HG8K03)
	The interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes (AC9HG8K04)
	Strategies to manage the sustainability of Australia's changing urban places (AC9HG8K09)
	Develop questions for a geographical inquiry related to a phenomenon or challenge (AC9HG8S01)
	Collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate (AC9HG8S02)
	Identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts (AC9HG8S05)
	Create descriptions, explanations and responses using geographical knowledge and methods, concepts, terms, and reference sources (AC9HG8S06)

Civics and Citizenship

Year 8	How culture and religion may influence individuals' and groups' perceptions and expressions of citizenship and their actions as citizens (AC9HC8K05)
	Different experiences of, perspectives on and debates about Australia's national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups (AC9HC8K06)

The Arts

Year 5 & 6	Practise and perform dances using technical and expressive skills in informal and/or formal settings (AC9ADA6P01)
	Rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings (AC9ADR6P01)
	Explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts (AC9AMA6E01)
	Present media arts works in informal and/or formal settings using responsible media practice (AC9AMA6P01)
	Explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts (AC9AVA6E01)
	Explore ways that First Nations Australians use visual arts to continue and revitalise cultures (AC9AVA6E02)
	Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning (AC9AVA6C01)
Year 7 & 8	Investigate ways that dance works, performers and/or choreographers across cultures, times, places and/or other contexts use the elements of dance, choreographic devices and/or production elements to communicate ideas, perspectives and/or meaning (AC9ADA8E01)
	Investigate the diversity of dance choreographed and/or performed by First Nations Australians considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights (AC9ADA8E02)
	Rehearse and perform improvised, devised and/or scripted drama to audiences, using performance skills and conventions relevant to style and/or form (AC9ADR8P01)
	Develop media production skills throughout the production process to construct representations using media languages and media technologies (AC9AMA8D01)
	Apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning for specific audiences using responsible media practice (AC9AMA8C02)
	Design and structure media arts works to communicate ideas, perspectives and meaning for an intended audience (AC9AMA8C01)
	Experiment with visual conventions, visual arts processes and materials to develop skills (AC9AVA8D01)
	Curate and present examples of their visual arts practice to accompany exhibits of their artworks to communicate ideas, perspectives and/or meaning to audiences (AC9AVA8P01)

Technologies

Year 5 & 6	Explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments (AC9TDE6K01)

	Select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions (AC9TDI6P07)
	Select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours (AC9TDI6P08)
Year 7 & 8	Analyse how people in design and technologies occupations consider ethical and sustainability factors to design and produce products, services and environments (AC9TDE8K01)
	Develop project plans to individually and collaboratively manage time, cost and production of designed solutions (AC9TDE8P05)
	Acquire, store and validate data from a range of sources using software, including spreadsheets and databases (AC9TDI8P01)
	Analyse and visualise data using a range of software, including spreadsheets and databases, to draw conclusions and make predictions by identifying trends (AC9TDI8P02)
	Select and use a range of digital tools efficiently, including unfamiliar features, to create, locate and communicate content, consistently applying common conventions (AC9TDI8P11)

Health and Physical Education

Year 5 & 6	Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)
	Participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participation (AC9HP6M05)
	Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities (AC9HP6M09)
Year 7 & 8	Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing (AC9HP8P10)
	Participate in physical activities that utilise community spaces and outdoor settings, and evaluate strategies to support increased use of these spaces (AC9HP8M05)
	Practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities (AC9HP8M09)

Languages (Aboriginal and Torres Strait Islander Languages)

Years 5 & 6	Initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and learning environment (AC9LRF6C01)
	Participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas (AC9LRF6C02)
	Locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose (AC9LRF6C03)
	Recognise that identity is shaped by language(s), culture(s) and Country/Place, and that this impacts on communication (AC9LRF6U05)

Years 7 & 8	Initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others (AC9LRF8C01)
	Collaborate in activities that involve the language of transaction, negotiation and problem-solving, to plan projects and events (AC9LRF8C02)
	Interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience (AC9LRF8C03)
	Create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures and features, and conventions appropriate to text type and context (AC9LRF8C05)

Cross-curriculum Priorities

The *Kids in Action* program of activities offers opportunities to address the following cross-curriculum priorities:

Aboriginal and Torres Strait Islander Histories and Cultures

First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. (A_TSICP1)

The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the *Native Title Act 1993* which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place. (A_TSICP3)

First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property (A_TSIC1)

First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. (A_TSIC2)

The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures. (A_TSIC3)

First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems and protocols for strong governance and authority. (A_TSIP2)

The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally. (A_TSIP3)

Sustainability

All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival. (SS1)

Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments. (SS2)

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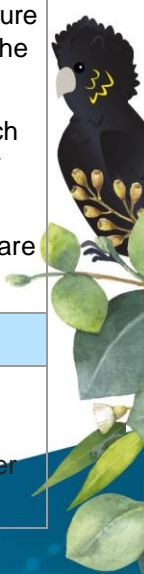
Social, economic and political systems influence the sustainability of Earth's systems. (SS3)

World views that recognise the interdependence of Earth's systems, and value diversity, equity and social justice, are essential for achieving sustainability. (SW1)

World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability. (SW2)

Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems. (SD1)

Creative and innovative design is integral to the identification of new ways of sustainable living. (SD2)

Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts. (SD3)

Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future. (SF1)

Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change. (SF2)

General Capabilities

The *Kids in Action* program of activities offers opportunities for students to apply and develop the following curriculum general capabilities:

- Digital Literacy (Investigating, Creating and Exchanging, Managing and Operating)
- Information and Communication Technology Capability
- Critical and Creative Thinking (Inquiring, Generating, Ananlysing, Reflecting)
- Personal and Social Capability (Self-awareness, Self-management, Social Management, Social Awareness)
- Ethical Understanding (Understanding ethical concepts and perspectives)
- Intercultural Understanding (Reflecting on culture and cultural diversity, Engaging with cultural and linguistic diversity, Navigating intercultural contexts)

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