SACSAconnect
A directory of curriculum resources
Acknowledgements

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Foreword

SACSAconnect: a directory of curriculum resources has been developed at the request of educators to assist in the location and accessing of the great variety of resources that exist on the SACSA website. It is designed to support the use of the SACSA Framework.

The directory has been produced in print and electronic form to ensure that resources are easy to access. The CD-ROM includes direct links to each resource.

The resources contained in the directory have been organised to be consistent with the SACSA Framework. Laid out in Curriculum Bands and Learning Areas, it will support educators in continuing to engage with the Framework and use it to maximise learners’ achievements.

I commend this resource to you as a valuable tool for use in the important work you do to enhance the teaching and learning process for learners.

Steve Marshall
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Introduction

This directory will help you locate and access the great variety of teaching and learning resources relating to the SACSA Framework on the SACSA website.

The SACSA Framework is the foundation on which educators build learning and assessment programs that support learners in all settings to achieve success. It describes a single, cohesive Birth to Year 12 curriculum entitlement.

The SACSA website provides resources ranging from policy statements through to practical guides for classroom practice to support the use of the Framework. These resources are available to all educators with access to an online computer.

The accompanying CD-ROM provides an electronic version of the directory as a quick way to link to each individual resource.

The resources are presented in Learning Bands, categorised and annotated for easy finding. This directory is also available as a PDF file which you can download and print from the SACSA website.

How to use the SACSAconnect CD-ROM

1. Choose a teaching resource from the print directory that you wish to access, taking note of the page reference from the directory.
2. Insert the CD-ROM in your computer and wait for the SACSAconnect splash page to appear on screen. (If the splash page does not automatically load; click the "START" button, then click "RUN...", then type "D:\index.htm", then press OK - where D:\ is the letter of your CD-ROM drive)
3. Open the SACSAconnect document as per the instructions on the splash page. (If you do not have Acrobat Reader installed on your computer then you will not be able to view the SACSAconnect document. If this is the case, an alternative splash page will appear prompting you to first install Acrobat Reader. Follow the instructions on screen, and then reload the CD-ROM)
4. Scroll to the page number of the teaching resource you selected in Step 1. (Depending on your screen size, you may need to zoom in to read the text on screen when viewing SACSAconnect. To enlarge the text, use the "zoom in" button (+) on the Acrobat Reader toolbar)
5. Click on the resource title to open your selected resource. (In the case of Insites resources, click the year level instead of the resource title)
6. The resource you selected will load in a new window. (If web links open within Acrobat Reader rather than in a new window, you can force them to load in a new window from within the "Edit > Preferences > Web Capture..." toolbar menu)

Note: instructions for Macintosh computers are available in the readme.text file on the CD-ROM

Overview of the SACSA website

The SACSA website www.sacsa.sa.edu.au provides educators with online support to implement the SACSA Framework through their planning and practice.

On the website you can access current curriculum information and resources and see examples of effective practice.

The site is organised under the key elements of the framework:

- About SACSA
- Learners and Learning
- Essential Learnings
- Curriculum Bands
- Equity Cross-curriculum Perspectives
- Accountability & Assessment
- Learning Areas
- Enterprise & Vocational Education

You can give feedback, bookmark pages, interact with other users and receive articles of interest through

- Forums
- My Planning
- Feedback

You will find PowerPoint presentations with information about how to engage more deeply with the website and a guide to addressing Assessment and Accountability through

- Professional Development

There are resources developed by educators that

- reflect their own practice in implementing the SACSA Framework
- outline learning experiences following planning models
- link Key Ideas and Outcomes to units of work

You’ll find these under

- Ideas for Practice
## Map of the SACSA website

### Curriculum Bands
- **Introduction**
- Early Years Birth–Year 2
- Primary Years 3–5
- Middle Years 6–9
- Senior Years 10–12

### Learning Areas
- **Introduction**
- Key Ideas and Outcomes
- Early Years B–3
- Early Years 3–5
- Early Years – QIAS
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- Design and Technology
- English
- Health and Physical Education
- Languages
- Mathematics
- Science
- Society and Environment

### Essential Learnings
- **Introduction**
- Futures
- Identity
- Interdependence
- Thinking
- Communication

### Equity Cross-curriculum Perspectives
- **Introduction**
- Aboriginal/Anangu Ed
- Disabilities and Learning Difficulties
- Equity Futures/PD Modules
- ESL Scope and Scales
- Gender Equity
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### Enterprise and Vocational Education
- **Introduction**
- Enterprise and Vocational Education
- Vocational learning
- Key Competencies
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- Career education in schools
- Work - and community based learning
- Transition portfolios
- Vocational Education and Training

### Accountability and Assessment
- **Introduction**
- Monitoring learner achievement
- Consistency of teacher judgement
- Curriculum accountability statement
- Integrated assessment program
- Assessment
- Reporting information and Record Keeping
- Moderated evidence

### About SACSA
- **Introduction**
- Parent Brochure
- Parent/Community Newsletter
- Overview for Professionals
- General Introduction Birth–Year 12
- Overview – Powerpoint presentation
- Implementation plan (pdf)
- Background to SACSA
- Evaluation Report SACSA Development Process
- Evaluation Report ESL Scope and Scales

### Learners & Learning
- **Introduction**
- Constructivism
- Planning learning
- What’s new?
- About learners
- Curriculum Justice Update
- Resources

### Ideas for Practice
- **Introduction**
- Educators Ideas
- Insites
- Moderated Evidence
- ESL S&S Moderated Evidence
- Teaching and Assessing Guides
- SACSA Companion Documents

### Prof. Development
- **Introduction**
- Activity Pack
- SCASA Website Overview
- Educators Ideas
- Insites
- PD Modules

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www.sacsa.sa.edu.au
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Types of resources and key to abbreviations

All the resources listed in the directory have identifiers that indicate the origin, project emphasis or criterion for the development of each resource. An explanation of these identifiers and their abbreviations is provided below.

**Essential Learnings Field Projects (ELFP)**
In 2001, sites from Early Years, Primary, Middle and Senior Years Bands participated in Essential Learnings resource development. Educators worked with curriculum policy officers to contribute to SACSA professional development and produced materials for teaching, learning and assessing in Essential Learnings.

**Educators' Ideas (EI)**
The Educators' Ideas section of the SACSA website is a platform where educators share their thinking and planning. It has been designed as an exchange for ideas.

**Early Years (Early Years)**
The Early Years Band of the SACSA Framework is used across the diversity of early childhood settings in South Australia. The three phases of the band reflect the different developmental priorities and interests of children from birth to age eight.

**Interdisciplinary Curriculum (IC)**
During 2002, a group of teachers in South Australian schools participated in an a project 'Making a Difference - Interdisciplinary Curriculum in the Primary and Middle Years'. They explored how to synthesise and enhance the relationships between knowledge, information and ideas across the Learning Areas. Central to their creative programming was integrating the three E’s (Essential Learnings, Equity Cross-curriculum Perspectives and Enterprise and Vocational Education) across disciplines.

**Insites (Insites)**
Insites is a sub-web of the SACSA website, with a collection of units that can be accessed via hyperlinks from Key Ideas and Outcomes. Insites supports teachers to understand how students' learning may develop over time within a band and shows how to plan for increasing complexity of knowledge, skills and values within the scope and standards of Learning Areas.

**Local Educator (Professional Development) Network (LEN)**
In 2001, educators participated in professional development to improve their understanding of the SACSA Framework. This PD was organised at a district level, and clusters of schools and preschools (Local Educator Networks) collaborated in pursuing their own SACSA learning journeys to develop and share understandings in a local setting.

**Moderated Evidence (MOD EV)**
Moderated evidence is a resource for teachers focusing on standards, equity and English as a second language. Educators from 14 South Australian schools documented their teaching, learning and assessing programs, collecting student work and moderating sets of evidence to produce these materials.

**Teaching and Assessing Guides (TAG)**
These units provide outlines for planning and assessing student learning based on the 4MAT, Atkin and Boyd planning models. They are on the SACSA website under “Ideas for Practice”

**SACSA Companion Documents**
The SACSA Companion Documents have been designed to support teachers with planning, programming and assessing using the SACSA Framework. They provide a range of learning descriptors related to the SACSA Framework's Key Ideas and Outcomes in each Learning Area, at year level intervals from Reception to Year 10.

**Unity in Diversity (UD)**
These units of work encourage students to examine stereotypes and the reasons for exclusion of minority groups. Students have opportunities to critically reflect on racism in the print media and society at large. The Unity in Diversity ‘Building a culture of peace’ project was jointly funded by DECS and the South Australian Multicultural and Ethnic Affairs Commission (SAMEAC) in 2001.
Resources organised under Developmental Learning Outcomes

The Early Years Band covers curriculum for children from birth to age 8. It is divided into three phases. Planning for children’s learning in the first two phases (birth to age 3 and age 3 to age 5) is based on Developmental Learning Outcomes (DLOs). The third phase: Reception to year 2 (age 5 to age 8) is based on achievement of the Outcomes at Curriculum Standard 1. In their planning for children’s ongoing learning in the third phase, educators will use both the Developmental Learning Outcomes and the Outcomes at Curriculum Standard 1.

Outcomes in Early Childhood

In the Early Years band of the SACSA Framework DLOs describe the growth and development over time in the birth-age 3 and the age 3-5 phases of the band. DLOs are broad, long term accomplishments that position children for authentic and meaningful participation in the world.

The Developmental Learning Outcomes are:

- Children develop trust and confidence
- Children develop a positive sense of self and a confident personal and group identity
- Children develop a sense of being connected with others and their worlds
- Children are intellectually inquisitive
- Children develop a range of thinking skills
- Children are effective communicators
- Children develop a sense of physical wellbeing
- Children develop a range of physical competencies

The DLOs reflect the integration of learning and development through the Essential Learnings and all Learning Areas. Together with the supporting evidence, they provide educators with reference points to plan for, monitor and assess children’s progress.

Resources for the phase age 5 to age 8 (Reception to year 2) are organised in two ways. In this section they reflect the Developmental Learning Outcomes; in the next section they are organised by the Learning Areas. Many of the resources listed appear in both sections.
Children develop trust and confidence

Children develop a positive sense of self and a confident personal and group identity

Children develop a sense of being connected with others and other worlds

Children are intellectually inquisitive

Children develop a range of thinking skills

Children are effective communicators

Children develop a sense of physical wellbeing

Children develop a range of physical competencies

Attachment (TAG) (EYPC)
This Early Years idea for practice was developed using the Early Years Planning Cycle. ‘Attachment’ focuses on early childhood secure attachments with children and their families using a primary caregiving system.

Children With Additional Needs (EI) (LEN)
Children with additional needs across the curriculum in the Early Years.

Developmental Learning Outcomes in the Preschool (EI) (LEN)
An example of implementing DLOs with individual students, featuring the learning story of ‘Thomas Makes a Shirt’.

Aboriginal Education in the Early Years (EI) (LEN)
Aboriginal Education across the curriculum in the Early Years.

Career Education – People at Work (EI) (LEN)
A unit of work in the Early Years Band addressing the society and environment curriculum area in which students focus on a range of paid and unpaid jobs and then investigate what skills are needed to carry out these jobs. It contains one terms work and includes a list of suggested learning activities.

Careers (EI) (LEN)
Unit based on careers, main emphasis on people who help us, food, community services, career options.

Children With Additional Needs (EI) (LEN)
Children with additional needs across the curriculum in the Early Years.

Development of ‘Identity’ throughout Developmental Learning Outcomes (EI) (LEN)
Collation of early childhood experiences commonly provided for children in early childhood settings which demonstrate how ‘Identity’ is integrated into Developmental Learning areas. Children develop trust and confidence, children develop a positive sense of self and a confident personal and group identity; children develop a sense of physical wellbeing.

Essential Learnings and Behaviour Management (EI) (LEN)
Five brochures on each Essential Learning, linking them with behaviour management across our five sites.

Family Day care (FDC) – Managing Change (TAG) (EYPC)
This Early Years idea for practice was developed using the Early Years Planning Cycle. ‘Managing Change’ provides some strategies to support the development of children’s trust and confidence in the FDC setting.

Aboriginal Education in the Early Years (EI) (LEN)
Aboriginal Education across the curriculum in the Early Years.

Air (EI) (LEN)
This is a topic of work about air. The focus is for children to explore and increase their knowledge about air.

Australian Animals – Unit of work (EI) (LEN)
A unit of work in the Early Years Band addressing the science curriculum area, life systems strand, in which children investigate the features and behaviours of a range of Australian animals.

Carrers (EI) (LEN)
A comprehensive unit of work which integrates the science and society and environment curriculum areas. It has been developed for the Early Years and is a complete unit including learning activities, links to SACSA Outcomes, Essential Learnings, Key Competencies and assessment and information. This document is part of a series of brochures developed by Lynda Ryvett at Loxton North Primary School.

Career Education – People at Work (EI) (LEN)
A unit of work in the Early Years Band addressing the society and environment curriculum area in which students focus on a range of paid and unpaid jobs and then investigate what skills are needed to carry out these jobs. It contains one terms work and includes a list of suggested learning activities.

Analysing data / Numeracy through Birthday Safety and sleeperover themes (EI) (LEN)
To develop numeracy within cross-curricula topics in an Early Years setting.

Christmas Maths (EI) (LEN)
A range of Christmas maths ideas for the Early Years Band which offer practical, everyday activities for teachers and learners.

Curiosity / Mathematics (EI) (LEN)
Sorting and patterning with preschool and school.

Critical Thinking / Mathematics (EI) (LEN)
Preschool

Curiosity and Problem Solving (TAG) (EYPC)
This Early Years idea for practice was developed using the Early Years Planning Cycle. ‘Curiosity and Problem Solving’ is an example of how educators use observations and everyday routines to model and scaffold children’s question, problem solving and role play.

Developmental Learning Outcomes in the Preschool (EI) (LEN)
An example of implementing DLOs with individual students, featuring the learning story of ‘Thomas Makes a Shirt’.

Developmental Learning Outcomes in the Lower North (EI) (LEN)
Student initiated learning activities, school entry assessment and SACSA development, learning outcomes, student negotiated curriculum, programming and assessment, student initiated research.

Making the Links (EY)
Educators can identify how the SACSA Framework complements the Quality Improvement and Accreditation System (QIAS) and contributes to the planning for quality social and educational outcomes for children.

Making the Links (EY)
Student initiated learning activities, school entry assessment and SACSA development, learning outcomes, student negotiated curriculum, programming and assessment, junior primary English, student initiated research.

Making the Links (EY)
Five brochures on each Essential Learning, linking them with behaviour management across our five sites.

Making the Links (EY)
Students discuss and examine the cultural heritage of people in Australian society and the way culture is passed on, maintained and developed by families, groups and communities.

Learning with SACSA in the Lower North (EI) (LEN)
Student initiated learning activities, school entry assessment and SACSA development, learning outcomes, student negotiated curriculum, programming and assessment, junior primary English, student initiated research.

SACSA Brochures for Families (EI) (LEN)
The Future LinksLEN has developed six brochures focusing on Birth- age5 years for families. Overview: Families (parents) Role, Essential Learnings, Play, Constructivism, Early Years.

Developmental Learning Outcomes in the Preschool (EI) (LEN)
An example of implementing DLOs with individual students, featuring the learning story of ‘Thomas Makes a Shirt’.

Developmental Learning Outcomes in the Lower North (EI) (LEN)
An example of implementing DLOs with individual students, featuring the learning story of ‘Thomas Makes a Shirt’.

Food, Families and Festivals (EI) (LEN)
Students discuss and examine the cultural heritage of people in Australian society and the way culture is passed on, maintained and developed by families, groups and communities.

SACSA Brochures for Families (EI) (LEN)
The Future LinksLEN has developed six brochures focusing on Birth-Age5 years for families. Overview: Families (parents) Role, Essential Learnings, Play, Constructivism, Early Years.
Children develop trust and confidence

Learning with SACSA in the Lower North (EI) (LEN)
Student initiated learning activities, school entry assessment and SACSA development, learning outcomes, writing student negotiated curriculum, programming and assessment, junior primary English, student initiated research.

Making the Links (EY) Educators can identify how the SACSA Framework complements the Quality Improvement and Accreditation System (QIAS) and contributes to the planning for quality social and educational outcomes for children.

SACSA Brochures for Families (EI) (LEN)
The Future LinksLEN has developed six brochures focusing on Birth-Age 5 years for families. Overview: Families (parents) Role, Essential Learnings, Play, Constructivism, Early Years.

Children develop a positive sense of self and a confident personal and group identity

Food, Families and Festivals (EI) (LEN)
Students discuss and examine the cultural heritage of people in Australian society and the way culture is passed on, maintained and developed by families, groups and communities.

Learning with SACSA in the Lower North (EI) (LEN)
Student initiated learning activities, school entry assessment and SACSA development, learning outcomes, writing student negotiated curriculum, programming and assessment, junior primary English, student initiated research.

Making the Links (EY) Educators can identify how the SACSA Framework complements the Quality Improvement and Accreditation System (QIAS) and contributes to the planning for quality social and educational outcomes for children.

SACSA Brochures for Families (EI) (LEN)
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Children develop a sense of being connected with others and their worlds

Careers (EI) (LEN)
Unit based on careers, main emphasis on people who help us, food, community services, career options.

Developmental Learning Outcomes in the Preschool (EI) (LEN)
An example of implementing DLOs with individual students, featuring the learning story of Thomas Makes a Shirt: Good Soil, Bad Soil (EI) (LEN)
A comprehensive unit of work developed for children in the Early Years integrating all curriculum areas. It gives detailed learning activities and evaluations of the unit.

Learning with SACSA in the Lower North (EI) (LEN)
Student initiated learning activities, school entry assessment and SACSA development, learning outcomes, writing student negotiated curriculum, programming and assessment, junior primary English, student initiated research.

Making the Links (EY) Educators can identify how the SACSA Framework complements the Quality Improvement and Accreditation System (QIAS) and contributes to the planning for quality social and educational outcomes for children.

SACSA Brochures for Families (EI) (LEN)
The Future LinksLEN has developed six brochures focusing on Birth-Age 5 years for families. Overview: Families (parents) Role, Essential Learnings, Play, Constructivism, Early Years.

Children are intellectually inquisitive

Making the Links (EY)
Educators can identify how the SACSA Framework complements the Quality Improvement and Accreditation System (QIAS) and contributes to the planning for quality social and educational outcomes for children.

Questioning and Investigation (TAG) (EYPC)
This Early Years idea for practice was developed using the Early Years Planning Cycle. ‘Questioning and Investigation’ focuses on children being supported to question, locate and process information to construct meaning through design and technology and understanding our world Learning Areas. Strategies include a question wall and a level of questioning ladder.

SACSA Brochures for Families (EI) (LEN)
The Future LinksLEN has developed six brochures focusing on Birth-Age 5 years for families. Overview: Families (parents) Role, Essential Learnings, Play, Constructivism, Early Years.

Children are effective communicators

SACSA Brochures for Families (EI) (LEN)
The Future LinksLEN has developed six brochures focusing on Birth-Age 5 years for families. Overview: Families (parents) Role, Essential Learnings, Play, Constructivism, Early Years.

Children develop a sense of physical wellbeing

SACSA Brochures for Families (EI) (LEN)
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The Future LinksLEN has developed six brochures focusing on Birth-Age 5 years for families. Overview: Families (parents) Role, Essential Learnings, Play, Constructivism, Early Years.
Brown's Well CPC Programming Proforma (EI) (LEN)

Brown's Well CPC have developed a programming proforma for use within early childhood settings. It is based upon the Developmental Learning Outcomes and allows links to be made between these and the Essential Learnings and Key Competencies. It is a weekly planning document that allows for outlining of experiences offered and assessment evidence.

Curriculum Overview (EI) (LEN)

Port Pirie Community Kindergarten as a member of the Pirie Primary LEADP developed a curriculum overview (one term) considering the Developmental Learning Outcomes and activities to support their focus for the term.

Identity (EI) (LEN)

This is a unit of work based on identity. There are a range of activities to use in the classroom related to the arts, design and technology, English, historical, information and communication technology, science and society and environment in the Early Years Band.

Linking Brain Research with Essential Learnings (EI) (LEN)

This unit of work was devised to create links with Essential Learnings and the latest brain research information on learning, and to develop a unit of work to incorporate a program for preschool children in a group of five centres. Developmental Learning Outcomes were used to evaluate the effectiveness of the program.

Brown’s Well CPC Programming Proforma (EI) (LEN)

Brown’s Well CPC have developed a programming proforma for use within early childhood settings. It is based upon the Developmental Learning Outcomes and allows links to be made between these and the Essential Learnings and Key Competencies. It is a weekly planning document that allows for outlining of experiences offered and assessment evidence.

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Curriculum Overview (EI) (LEN)

Port Pirie Community Kindergarten as a member of the Pirie Primary LEADP developed a curriculum overview (one term) considering the Developmental Learning Outcomes and activities to support their focus for the term.

Linking Brain Research with Essential Learnings (EI) (LEN)

This unit of work was devised to create links with Essential Learnings and the latest brain research information on learning, and to develop a unit of work to implement a program for preschool children in a group of five centres. Developmental Learning Outcomes were used to evaluate the effectiveness of the program.

Loxton Preschool Programming Template (EI) (LEN)

Loxton Preschool has developed a programming proforma for use within early childhood settings which is based on the Developmental Learning Outcomes. It is a fortnightly planning document that allows for outlining of experiences offered and outcome achievement evidence.

Loxton Preschool Programming Template (EI) (LEN)

Loxton Preschool has developed a programming proforma for use within early childhood settings which is based on the Developmental Learning Outcomes. It is a fortnightly planning document that allows for outlining of experiences offered and outcome achievement evidence.

Brown’s Well CPC Programming Proforma (EI) (LEN)

Brown’s Well CPC have developed a programming proforma for use within early childhood settings. It is based upon the Developmental Learning Outcomes and allows links to be made between these and the Essential Learnings and Key Competencies. It is a weekly planning document that allows for outlining of experiences offered and assessment evidence.

Brown’s Well CPC Programming Proforma (EI) (LEN)

Brown’s Well CPC have developed a programming proforma for use within early childhood settings. It is based upon the Developmental Learning Outcomes and allows links to be made between these and the Essential Learnings and Key Competencies. It is a weekly planning document that allows for outlining of experiences offered and assessment evidence.

Curriculum Overview (EI) (LEN)

Port Pirie Community Kindergarten as a member of the Pirie Primary LEADP developed a curriculum overview (one term) considering the Developmental Learning Outcomes and activities to support their focus for the term.

Food (EI) (LEN)

A topic overview for a unit of work on food for the Early Years. It contains ideas for learning activities and assessment. This unit fits into the health and PE curriculum area.

Linking Brain Research with Essential Learnings (EI) (LEN)

This unit of work was devised to create links with Essential Learnings and the latest brain research information on learning, and to develop a unit of work to implement a program for preschool children in a group of five centres. Developmental Learning Outcomes were used to evaluate the effectiveness of the program.

Family Day Care (FDC) – Physical Competencies (EI) (LEN)

This Early Years idea for practice was developed using the Early Years Planning Cycle and Competencies, suggests ways to plan for and monitor the development of children’s physical development in an FDC environment. It includes some frequently asked questions regarding curriculum in FDC.

Food (EI) (LEN)

A topic overview for a unit of work on food for the Early Years. It contains ideas for learning activities and assessment. This unit fits into the health and PE curriculum area.

Ideas for Promoting Physical Activity in Schools (EI) (LEN)

This unit of work was devised to create links with Essential Learnings and the latest brain research information on learning, and to develop a unit of work to implement a program for preschool children in a group of five centres. Developmental Learning Outcomes were used to evaluate the effectiveness of the program.

Birth to Age 5 Developmental Learning Outcomes
Children develop trust and confidence.

Loxton Preschool Program Template (EI) (LEN)
Loxton Preschool has developed a programming proforma for use within early childhood settings which is based on the Developmental Learning Outcomes. It is a fortnightly planning document that allows for outlining of experiences offered and outcome achievement evidence.

Monash Kindergarten SACSA (EI) (LEN)
This report includes an example of how the Monash Kindergarten displays their program using the SACSA Framework. It includes activities programmed and a summative report given to parents and the local school.

Planning Principles (TAG) (EYPC)
This Early Years idea for practice was developed using the Early Years Planning Cycle. ’Planning Principles’ details one centre’s beliefs about teaching and learning, their pedagogy and their approach to planning for the group and individuals.

Children develop a positive sense of self and a confident personal and group identity.

Monash Kindergarten SACSA (EI) (LEN)
This report includes an example of how the Monash Kindergarten displays their program using the SACSA Framework. It includes activities programmed and a summative report given to parents and the local school.

Science—Planning units of work (EI) (LEN)
A framework for a professional development program focusing on the teaching of science. Proformas for planning science units.

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Children are intellectually inquisitive.

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Children develop a range of thinking skills.

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Children are effective communicators.

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Children develop a sense of physical wellbeing.

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Children develop a range of physical competencies.

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Birth to Age 5  Developmental Learning Outcomes

Children develop trust and confidence
Children develop a positive sense of self and a confident personal and group identity
Children develop a sense of being connected with others and their worlds
Children are intellectually inquisitive
Children develop a range of thinking skills
Children are effective communicators
Children develop a sense of physical wellbeing
Children develop a range of physical competencies

Shared Big Book—Early Years (EI) (LEN)
This document was prepared during a joint planning session with Early Years teachers from two schools. It is designed to be used as a topic overview for a shared big book which is used within our schools as part of the literacy block. It shows how big book reading fits into the SACSA Framework and the Standard Outcomes which can be achieved through its teaching. This document is designed to be used each year as an overview for the subject area and then learning activities planned as appropriate.

Speaking and Listening—Early Years (EI) (LEN)
This document was prepared during a joint planning session with Early Years teachers from two schools. It is designed to be used as a topic overview for speaking and listening which is incorporated into our literacy block. It shows how speaking and listening fits into the SACSA Framework and the Standard Outcomes which can be achieved through it. This document is designed to be used each year as an overview for the subject area and then learning activities planned as appropriate.

Stories (EI) (LEN)
A unit of work based around the theme of Stories focusing on various genres with activities for Reception to Year 2 children covering strands in English, technology, the arts, society and environment, and mathematics in the Early Years Band.
Children develop a positive sense of self and a confident personal and group identity.

Children develop a sense of being connected with others and their world.

Children are intellectually inquisitive.

Children develop a range of thinking skills.

Children are effective communicators.

Children develop a sense of physical wellbeing.

Children develop a range of physical competencies.

**Booklet: Special Education, Developmental Learning Outcomes (EI) (LEN)**

A booklet containing developmental observational sheets for Birth-Age3 and Age3-Age5 students (but may be chronologically older) for planning, programming and measuring holistic learning and distance travelled.

**Brown’s Well CPC Summative Report (EI) (LEN)**

Brown’s Well CPC have developed a reporting format for parents based upon the SACSA Framework Developmental Learning Outcomes. It provides spaces for educators to comment on individual children’s development in relation to each outcome.

**Common Understandings within the Early Years Band (EI) (LEN)**

The Warri Parri Local Educator Network has produced a summative report proforma and teaching activities to support the transition between the Early Years setting. These materials have been developed to increase understanding of the SACSA Framework for educators across the Early Years Band (Birth-Age 8).

Developmental Learning Outcome Observation Record Proforma (EI) (LEN)

Solomontown Kindergarten as a member of the LEPDN developed an observational record based on the Developmental Learning Outcomes.

Developmental Learning Outcomes (EI) (LEN)

To develop an assessment tool that will support educators in gathering and analysing data about children’s learning under Developmental Learning Outcomes.

**Booklet: Special Education, Developmental Learning Outcomes (EI) (LEN)**

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**Brown’s Well CPC Summative Report (EI) (LEN)**

Brown’s Well CPC have developed a reporting format for parents based upon the SACSA Framework Developmental Learning Outcomes. It provides spaces for educators to comment on individual children’s development in relation to each outcome.

Common Understa...
Developmental Learning Outcomes in the Early Years (EI) (LEN)

Using photographs of children engaged in play episodes which are then used to provide evidence of achievement of the Developmental Learning Outcomes. The resource could be used to inform educators, families and other community organisations.

Developmental Learning Outcomes Summative Report (EI) (LEN)

A summative report developed for the transition between preschool and school with a Developmental Learning Outcomes focus.

Developmental Learning Outcomes Termly Overview Proforma (EI) (LEN)

Ellendale Kindergarten as a member of the LEPDN developed a termly overview based on the Developmental Learning Outcomes.

Early Years Assessment and Reporting Documents (EI) (LEN)

The Early Years Trio SACSA Educator Network has produced an extensive and comprehensive document for assessing children’s learning within the Developmental Learning Outcomes. Planning, program display and reporting options are also included for use in early childhood settings.

Early Years Program, Assessment and Reporting at Monash Kindergarten (EI) (LEN)

Ellendale Kindergarten as a member of the LEPDN developed a termly overview based on the Developmental Learning Outcomes.

Early Years Program, Assessment and Reporting at Monash Kindergarten (EI) (LEN)

Examples of program, assessing ideas and reporting options.

East Murray CPC Summative Report (EI) (LEN)

East Murray CPC have developed a reporting format based upon the SACSA Framework for Developmental Learning Outcomes. It provides a continuum and spaces for comment.

Developmental Learning Outcomes in the Early Years (EI) (LEN)

Using photographs of children engaged in play episodes which are then used to provide evidence of achievement of the Developmental Learning Outcomes. The resource could be used to inform educators, families and other community organisations.

Developmental Learning Outcomes Summative Report (EI) (LEN)

A summative report developed for the transition between preschool and school with a Developmental Learning Outcomes focus.

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Early Years Program, Assessment and Reporting at Monash Kindergarten (EI) (LEN)

Ellendale Kindergarten as a member of the LEPDN developed a termly overview based on the Developmental Learning Outcomes.

Early Years Program, Assessment and Reporting at Monash Kindergarten (EI) (LEN)

Examples of program, assessing ideas and reporting options.

East Murray CPC Summative Report (EI) (LEN)

East Murray CPC have developed a reporting format based upon the SACSA Framework for Developmental Learning Outcomes. It provides a continuum and spaces for comment.

Developmental Learning Outcomes in the Early Years (EI) (LEN)

Using photographs of children engaged in play episodes which are then used to provide evidence of achievement of the Developmental Learning Outcomes. The resource could be used to inform educators, families and other community organisations.

Developmental Learning Outcomes Summative Report (EI) (LEN)

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The Early Years Trio SACSA Educator Network has produced an extensive and comprehensive document for assessing children’s learning within the Developmental Learning Outcomes. Planning, program display and reporting options are also included for use in early childhood settings.

Early Years Program, Assessment and Reporting at Monash Kindergarten (EI) (LEN)

Ellendale Kindergarten as a member of the LEPDN developed a termly overview based on the Developmental Learning Outcomes.

Early Years Program, Assessment and Reporting at Monash Kindergarten (EI) (LEN)

Examples of program, assessing ideas and reporting options.

East Murray CPC Summative Report (EI) (LEN)

East Murray CPC have developed a reporting format based upon the SACSA Framework for Developmental Learning Outcomes. It provides a continuum and spaces for comment.
| Children develop trust and confidence | Children develop a positive sense of self and a confident personal and group identity | Children develop a sense of being connected with others in the world | Children are intellectually inquisitive | Children develop a range of thinking skills | Children are effective communicators | Children develop a sense of physical wellbeing | Children develop a range of physical competencies |


The focus is to document observations that indicate individual children’s progress toward achievement of Developmental Learning Outcomes and can then be related to other educators of that child, including parents and new site workers. A list of abilities that indicate developmental learning is charted with room to comment at the beginning of the child’s term at the site, and toward the end of the child’s term at that site.

| Programing and Recording Documents (E1) (LEN) | Programing and Recording Documents (E1) (LEN) | Programing and Recording Documents (E1) (LEN) | Programing and Recording Documents (E1) (LEN) | Programing and Recording Documents (E1) (LEN) | Programing and Recording Documents (E1) (LEN) | Programing and Recording Documents (E1) (LEN) | Programing and Recording Documents (E1) (LEN) |

The Riverland West Small Schools Network has developed a series of early years programming and recording documents to assist educators in meeting the SACSA Framework Standard Outcomes. Each curriculum area has been divided into year levels R/1, 2/1, 3/1 and 7. Standard Outcomes at each year level are addressed individually and linked with the appropriate Essential Learnings and Key Competencies. A list of indicators is then given to assist educators in recognizing if students have achieved each Standard Outcome.

| Early Years Program, Assessment and Reporting at Monash Kindergarten (E1) (LEN) | Early Years Program, Assessment and Reporting at Monash Kindergarten (E1) (LEN) | Early Years Program, Assessment and Reporting at Monash Kindergarten (E1) (LEN) |

Examples of program, assessing ideas and reporting options.


East Murray CPC have developed a reporting format based upon the SACSA Framework Developmental Learning Outcomes. It provides a continuum and spaces for comment.

| Monitoring Indicators of Developmental Learning Outcomes (E1) (LEN) | Monitoring Indicators of Developmental Learning Outcomes (E1) (LEN) | Monitoring Indicators of Developmental Learning Outcomes (E1) (LEN) |

The focus is to document observations that indicate individual children’s progress toward achievement of Developmental Learning Outcomes which can then be related to other educators of that child, including parents and new site workers. A list of abilities that indicate developmental learning is charted with room to comment at the beginning of the child’s term at the site, and toward the end of the child’s term at that site.

| Programing and Recording Documents (E1) (LEN) | Programing and Recording Documents (E1) (LEN) | Programing and Recording Documents (E1) (LEN) |

The Riverland West Small Schools Network has developed a series of early years programming and recording documents to assist educators in meeting the SACSA Framework Standard Outcomes. Each curriculum area has been divided into year levels R/1, 2/1, 3/1 and 7. Standard Outcomes at each year level are addressed individually and linked with the appropriate Essential Learnings and Key Competencies. A list of indicators is then given to assist educators in recognizing if students have achieved each Standard Outcome.


Loxton Preschool have developed a reporting format for parents based upon the SACSA Framework Developmental Learning Outcomes. It provides several continuums under the Outcome headings upon which educators can mark a child’s achievement in relation to each outcome.

| Monitoring Indicators of Developmental Learning Outcomes (E1) (LEN) | Monitoring Indicators of Developmental Learning Outcomes (E1) (LEN) | Monitoring Indicators of Developmental Learning Outcomes (E1) (LEN) |

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Children develop trust and confidence.

Children develop a sense of self and a confident personal and group identity.

Children develop a sense of being connected with others and their worlds.

Children are intellectually inquisitive.

Children develop a range of thinking skills.

Children are effective communicators.

Children develop a sense of physical wellbeing.

Children develop a range of physical competencies.

Programming proformas for a fulltime preschool (EI) (LEN)

Programming proformas using all the areas from the Early Years Learning Areas summative report proforma.

SACSA Developmental Learning Outcomes

Observation Record—Pt Pirie Community Kindergarten (EI) (LEN)

Port Pirie Community Kindergarten, as a member of the Pirie Preschools LEPN, developed a four page observation record based on the Developmental Learning Outcomes for children aged 3-5 years.

SACSA Network—Programming, Assessing and Reporting (EI) (LEN)

1. 1A Assessment and reporting document for preschools/kindergartens. Includes attachment 1A. 2. Berri Community Preschool SACSA—Programming, Assessment and Reporting. 3. Barmera Kindergarten SACSA Network. 4. Monash Kindergarten—Programming, Assessment and Reporting. Provides background information relating to the preschools, examples of work relating to programming, reporting, photos and consent forms.

SACSA Summative Reporting SACSA parent information Brochure and Essential Learnings Posters (EI) (LEN)

Development of a range of strategies and resources to assist early childhood staff in assessment and reporting using the SACSA document as a framework.

Summative Reporting in the Early Years (EI) (LEN)

A format for a summative report—a basis for early childhood staff to use to report to schools and parents. This data can also be used in the annual report.

Programming and Recording Documents (EI) (LEN)

Programming and recording documents to assist educators in meeting the SACSA Framework Standard Outcomes. Each curriculum area has been divided into year levels R/1, 2, 3/4, 6/7 and 7. Standard Outcomes at each year level are addressed individually and linked with the appropriate Essential Learnings and Key Competencies. A list of indicators is then given to assist educators in recognising if students have achieved each Standard Outcome.

Programming proformas for a fulltime preschool (EI) (LEN)

Programming proformas using all the areas from the Early Years Learning Areas summative report proforma.

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A format for a summative report—a basis for early childhood staff to use to report to schools and parents. This data can also be used in the annual report.
Birth to Age 5  Developmental Learning Outcomes

**Children develop trust and confidence**

**Tools for Assessment and Reporting (EI) (LEN)**
The main focus of this unit of work is assessment and accountability and an example summative report.

**Tools for Reporting Against DLOs (EI) (LEN)**
This tool provides guidelines for recording and reporting children’s learning and development in relation to the Developmental Learning Outcomes.

**Children develop a positive sense of self and a confident personal and group identity**

**Tools for Assessment and Reporting (EI) (LEN)**
The main focus of this unit of work is assessment and accountability and an example summative report.

**Tools for Reporting Against DLOs (EI) (LEN)**
This tool provides guidelines for recording and reporting children’s learning and development in relation to the Developmental Learning Outcomes.

**Children develop a sense of being connected with others and their worlds**

**SACSA Network—Programming, Assessing and Reporting (EI) (LEN)**
1. 1A Assessment and reporting document for preschools/kindergartens. Includes attachment 1A.
4. Monash Kindergarten—Program, Assessing and Reporting. Provides background information relating to the preschools, examples of work relating to programming, reporting, photos and consent forms.

**SACSA Summative Report; SACSA parent information Brochure and Essential Learnings Poster (EI) (LEN)**
Development of a range of strategies and resources to assist early childhood staff in assessment and reporting using the SACSA document as a framework.

**Summative Reporting in the Early Years (EI) (LEN)**
A format for a summative report—a basis for early childhood staff to use to report to schools and parents. This data can also be used in the annual report.

**Tools for Assessment and Reporting (EI) (LEN)**
The main focus of this unit of work is assessment and accountability and an example summative report.

**Tools for Reporting Against DLOs (EI) (LEN)**
This tool provides guidelines for recording and reporting children’s learning and development in relation to the Developmental Learning Outcomes.

**Children are intellectually inquisitive**

**SACSA Summative Report; SACSA parent information Brochure and Essential Learnings Poster (EI) (LEN)**
Development of a range of strategies and resources to assist early childhood staff in assessment and reporting using the SACSA document as a framework.

**Summative Reporting in the Early Years (EI) (LEN)**
A format for a summative report—a basis for early childhood staff to use to report to schools and parents. This data can also be used in the annual report.

**Tools for Assessment and Reporting (EI) (LEN)**
The main focus of this unit of work is assessment and accountability and an example summative report.

**Tools for Reporting Against DLOs (EI) (LEN)**
This tool provides guidelines for recording and reporting children’s learning and development in relation to the Developmental Learning Outcomes.

**Children are effective communicators**

**SACSA Summative Report; SACSA parent information Brochure and Essential Learnings Poster (EI) (LEN)**
Development of a range of strategies and resources to assist early childhood staff in assessment and reporting using the SACSA document as a framework.

**Summative Reporting in the Early Years (EI) (LEN)**
A format for a summative report—a basis for early childhood staff to use to report to schools and parents. This data can also be used in the annual report.

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**Tools for Reporting Against DLOs (EI) (LEN)**
This tool provides guidelines for recording and reporting children’s learning and development in relation to the Developmental Learning Outcomes.

**Children develop a sense of physical wellbeing**

**Tools for Assessment and Reporting (EI) (LEN)**
The main focus of this unit of work is assessment and accountability and an example summative report.

**Tools for Reporting Against DLOs (EI) (LEN)**
This tool provides guidelines for recording and reporting children’s learning and development in relation to the Developmental Learning Outcomes.

**Children develop a range of physical competencies**

**Tools for Assessment and Reporting (EI) (LEN)**
The main focus of this unit of work is assessment and accountability and an example summative report.

**Tools for Reporting Against DLOs (EI) (LEN)**
This tool provides guidelines for recording and reporting children’s learning and development in relation to the Developmental Learning Outcomes.
Age 5 to Age 8 Developmental Learning Outcomes

Children develop trust and confidence

Awareness of greetings (Insites) (Lang)
Year 1 - Children participate in greeting songs, and introduce themselves using a partner. With a partner they role play introductions, greetings and questions that relate to names and ages.

A writing task that helps build cohesion (Insites) (English)
Reception - Children participate in a writing task with a partner that helps build classroom relationships and identity.

Year 1 - Students work with a partner and discuss special aspects about themselves. They use a Venn diagram to record similarities and differences.

Year 2 - Students develop identity, self-confidence and cohesion through the activity suggested. They are required to write a summation statement in response to a question. They compare and contrast results as a whole class group.

Children develop a positive sense of self and a confident personal and group identity

Cultural Diversity – Year of the Snake (EII) (UD)
This unit of work examines the similarities and differences within and between the cultural groups represented in these sites.

Essential Learnings in Early Years (EII) (LEN)
How to embed Essential Learnings into curriculum; explores ways children can articulate their understanding of Essential Learnings. This unit of work looks at ways of explaining Essential Learnings and how to begin programing for Essential Learnings.

Food, Families and Festivals (EII) (LEN)
Students discuss and examine the cultural heritage of people in Australian society and the way culture is passed on, maintained and developed by families, groups and communities.

Children develop a sense of belonging with others and their worlds

2D and 3D shapes (Insites) (Math)
Year 1 - Students draw and label shapes that are used in supermarkets or homes. They construct a model using a cube to begin, and geo boards to make various shapes with different numbers of sides.

Year 2 - Students explore and compare how shapes are used in different cultures (art). They grow crystals, investigate the range of nets and compare two 3-D shapes from a chosen environment.

Awareness of greetings (Insites) (Lang)
Year 1 - Children participate in greeting songs, and introduce themselves using a partner. With a partner they role play introductions, greetings and questions that relate to names and ages.

Year 2 - Students develop identity, self-confidence and cohesion through the activity suggested. They are required to write a summation statement in response to a question. They compare and contrast results as a whole class group.

Community event: Royal Show (Insites) (Art)
Reception - This unit uses a wide range of Royal Show and field day happenings and experiences to inspire learners to record and express through all five art forms. Learners are encouraged to express ideas and preferences as part of shaping their environment.

Children are intellectually inquisitive

2D Shapes (TAG) (ATKN)
This unit focuses on learners gaining an increasing understanding of the key spatial features to describe and represent 2-D and 3-D shapes.

Year 1 - Students draw and label shapes that are used in supermarkets or homes. They construct a model using a cube to begin, and geo boards to make various shapes with different numbers of sides.

Year 2 - Students explore and compare how shapes are used in different cultures (art). They grow crystals, investigate the range of nets and compare two 3-D shapes from a chosen environment.

Data (Insites) (Math)
Reception - Students go for a ‘shape walk’, take photographs of shapes and discuss their use and suitability. They use a variety of materials to construct 2-D shapes.

Year 1 - Students draw and label shapes that are used in supermarkets or homes. They construct a model using a cube to begin, and geo boards to make various shapes with different numbers of sides.

Year 2 - Students explore and compare how shapes are used in different cultures (art). They grow crystals, investigate the range of nets and compare two 3-D shapes from a chosen environment.

Children develop a range of thinking skills

Flight (TAG) (4MAT)
This unit uses a wide range of Royal Show and field day happenings and experiences to inspire learners to record and express through all five art forms. Learners are encouraged to express ideas and preferences as part of shaping their environment.

Children are effective communicators

Data (Insites) (Math)
Year 2 - Students apply understandings about base 10 when calculating varying amounts of money.

Non-fiction texts (Insites) (English)
Reception - Children have the opportunity to read or listen to non fiction texts, read with support related texts and book marked internet sites, compare information with own experiences, discuss issues and consider different viewpoints and prepare presentations for peer audiences.

2D and 3D shapes (Insites) (Math)
Year 2 - Students explore and compare how shapes are used in different cultures (art). They grow crystals, investigate the range of nets and compare two 3-D shapes from a chosen environment.

Year 1 - Students draw and label shapes that are used in supermarkets or homes. They construct a model using a cube to begin, and geo boards to make various shapes with different numbers of sides.

Community event: Royal Show (Insites) (Art)
Reception - This unit uses a wide range of Royal Show and field day happenings and experiences to inspire learners to record and express through all five art forms. Learners are encouraged to express ideas and preferences as part of shaping their environment.

Design a play area (Insites) (DT)

Reception, 1, 2 - In this unit learners are given a design brief for a play area for primary and junior primary students. Learners are encouraged to express ideas and preferences as part of shaping their environment.

Food technology (Insites) (DT)
Reception, 1, 2 - Learners research and investigate food products, processes and systems and examine cultural influences. Activities include interviewing, visiting local shops and/or factories.

Money (Insites) (Math)
Year 2 - Students apply understandings about base 10 when calculating varying amounts of money.

Design a play area (Insites) (DT)

Reception, 1, 2 - In this unit learners are given a design brief for a play area for primary and junior primary students. Learners are encouraged to express ideas and preferences as part of shaping their environment.

Parents' Guide
Age 5 to Age 8 Developmental Learning Outcomes

Children develop trust and confidence

Ourselves and others—work (Insites) (S&E)
Year 2—Students discuss the work of parents/carers. They negotiate a community worker that they would like to research and present the information as a project.

The Elements: Water (Insites) (Art)
Year 2 This unit explores the ways in which water has been used as a theme by artists for art works. These explorations are used as stimuli for the learners’ own creations in all five art forms. Ways of using technology to produce works are also suggested.

Exploring culturally appropriate greetings and titles (Insites) (Lang)
Reception - Spanish: Students play circle games, draw pictures of themselves with ‘Me llamo’ for a mural. They discuss different Spanish titles for people and compare to family titles in Australian Indigenous and other communities. Learn greeting songs in Spanish.

Food technology (Insites) (D&T)
Reception, 1, 2 - Learners research and investigate food products, processes and systems and examine cultural influences. Activities include interviewing, visiting local shops and/or factories.

Getting along with others (Insites) (H&PE)
Reception, 1, 2 - A variety of activities is suggested to achieve desirable attributes for being able to get along with others. They include drawing, role playing and making chains. The methodologies recommended enhance and enable the deep learning to occur; namely children begin to understand and value differences in people’s needs, interests, capabilities and skills.

Money (Insites) (Math)
Reception - Students investigate and sort real money, discuss how we use it and compare collections of money from other cultures.

Year 2 - Students develop understandings about the value of money and are given opportunities to apply this in real life contexts, shops, catalogues, etc.

Ourselves and others—work (Insites) (S&E)
Year 2 - Students discuss the work of parents/carers. They negotiate a community worker that they would like to research and present the information as a project.

Children develop a positive sense of self and a confident personal and group identity

Location and arrangement (Insites) (Math)
Year 1 - In this unit students choose key words from the non-fiction text and use them to retell the information in sentence form to assist in developing reading and listening skills. There are also ideas for learners to use technology to prepare and present information to others.

Patterns and algebraic reasoning (Insites) (Math)
Year 1 - Students use counters/markers to explore patterns on a blank 1-100 grid. They explore and compare number patterns that link with the base 10 system and the 10ness of 2 digit numbers.

Tom’s Friend by Pat Reynolds (Insites) (English)
Reception - Children listen to and discuss the story ‘Tom’s Friend’, focusing on the moral dilemmas that Tom faces. Learners are encouraged to reflect on and evaluate ideas, actions and relationships.

Year 1 - After listening to the story, children engage in a group dilemma. In this activity, they make decisions, follow instructions, listen for information and articulate their reasonings.

Year 2 - Students are given the opportunity to experience a range of understandings and actions, such as recognising and respecting the views of others, and making own decisions as opposed to relying on others.

Valuing Diversity and Reconciliation (El) (UD)
This unit builds on children’s knowledge of Aboriginal peoples and their cultures and begins to contribute to the process of Reconciliation.

Children develop a sense of being connected with others and their world

Non-fiction texts (cont.)
Year 1 - Students construct a variety of maps and plans and discuss representations. They draw maps to give specific directions and research rules and developments of mazes.

Year 2 - Students collect a variety of maps and plans and discuss representations. They draw maps to give specific directions and research rules and developments of mazes.

Food technology (Insites) (D&T)
Year 1 Students collect a variety of maps and plans and discuss representations. They draw maps to give specific directions and research rules and developments of mazes.

Reception, 1, 2 - Students collect a variety of maps and plans and discuss representations. They draw maps to give specific directions and research rules and developments of mazes.

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Children are intellectually inquisitive

Location and arrangement (Insites) (Math)
Year 1 - In this unit students choose key words from the non-fiction text and use them to retell the information in sentence form to assist in developing reading and listening skills. There are also ideas for learners to use technology to prepare and present information to others.

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Children develop a range of thinking skills

Location and arrangement (Insites) (Math)
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Children are effective communicators

Location and arrangement (Insites) (Math)
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Valuing Diversity and Reconciliation (El) (UD)
This unit builds on children’s knowledge of Aboriginal peoples and their cultures and begins to contribute to the process of Reconciliation.

Children develop a range of physical competencies

Location and arrangement (Insites) (Math)
Year 1 - In this unit students choose key words from the non-fiction text and use them to retell the information in sentence form to assist in developing reading and listening skills. There are also ideas for learners to use technology to prepare and present information to others.

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Valuing Diversity and Reconciliation (El) (UD)
This unit builds on children’s knowledge of Aboriginal peoples and their cultures and begins to contribute to the process of Reconciliation.
Age 5 to Age 8  Developmental Learning Outcomes

Patterns and algebraic reasoning (Insites) (Math)
Reception - Students investigate patterns in natural and built environments through science, visual art and music. They create their own patterns with a variety of objects.
Year 1 - Students use counters/markers to explore patterns on a blank 1-100 grid.
Year 2 - Students construct a variety of number patterns and record on a 1-100 grid. They explore and compare number patterns that link with the base 10 system and the 10ness of 2 digit numbers.

Patterns and change (Insites) (Math)
Reception - Students identify different everyday patterns. The rich learning of recognising patterns and connections and transferring this knowledge and understanding to other situations is developed.
Year 1 - Students explore time lines; identifying change to do with time and predicting what will happen if a pattern commences.
Year 2 - Learners examine growth of plants, changes per unit of time and temperature change.

SACSA Brochures for Families (EI) (LEN)
The Future LinksLEN has developed six brochures focusing on Birth-Age5 years for families. Overview: Families (parents) Role, Essential Learnings, Play, Constructivism, Early Years.
The Elements: Water (Insites) (Art)
Reception - This unit uses water as a theme as a starting point for creating and making. Art works featuring water are suggested as inspiration for learners' own arts experiences. These include rain dances, dreaming stories and songs.
### Age 5 to Age 8 Developmental Learning Outcomes

<table>
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<tr>
<th>Children develop trust and confidence</th>
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<th>Children are effective communicators</th>
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**Year 1** - Learners' own experiences with water are used as a stimulus for creating and appreciating art works. There is a focus on risk taking and problem solving.

**The environment** (Mod Ev)
Using a contextualised approach to learning, most of the work in this unit revolved around an unempt area of the school chosen by the students. Through class discussion there were opportunities to reflect and consider different equity perspectives, such as Aboriginal and disability.

**Water: Storage** (Insites) (D&T)

**Reception, 1, 2** - In this unit learners are encouraged to undertake research and develop opinions concerning the diversity of domestic water usage and storage. Rich learning in relation to the child's own identity and the futures aspects concerned with the topic are developed.

We can fix it (Insites) (S&E)

**Year 2** - After reading 'The Window' by J. Baker, students make a collage depicting a preferred future environment.

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**A Big Hug, gender and age relations** (TAG) (BOYD)
This unit focuses on identity, preferred futures and diversity, and supports girls and boys to understand the impact of gender on lives in contexts of celebrations and popular culture.

**Aboriginal Dreaming for today** (Insites) (S&E)

**Year 1** - Students read a Dreaming story and identify the group, the location and the Dreaming story and identify the group, the location and the main ideas (eg rules for living).

They retell including all the main ideas through art, drama and dance.

**Australian Animals—Unit of work** (LEN)
A unit of work addressing the science curriculum area, life systems strand, in which children investigate the features and behaviours of a range of Australian animals.

**Animal life cycle** (Insites) (SCI)

**Year 1** - Students observe and care for living things with short life cycles (eg tadpoles, silkworms) to record key moments of change.

**Year 1** - In the classroom, students observe and care for living things with short life cycles. They draw and label key times of change using correct terms (eg pupa, cocoon, moth).

**2D and 3D shapes** (Insites) (Math)

**Year 1** - Students go for a 'shape walk', take photographs of shapes and discuss their use and suitability. They use a variety of materials to construct 2-D shapes.

**Year 1** - Students draw and label shapes that are used in supermarkets or homes. They construct a model using a cube to begin, and geo boards to make various shapes with different numbers of sides.

**Year 2** - Students explore and compare how shapes are used in different cultures (art). They grow crystals, investigate the range of nets and compare two 3-D shapes from a chosen environment.

**Access For All** (TAG) (ATKIN)
Focuses on addressing concepts, skills attitudes and issues necessary for life long participation in physical activity.

**Emotional Intelligence** (TAG) (ATKIN)
Several key developmental areas include students being able to regulate their moods, self-motivation and persistence in the face of setbacks.

**Food** (LEN)
A topic overview for a unit of work on food containing ideas for learning activities and assessment.

**Aboriginal Dreaming for today** (Insites) (AR)

**Year 1** - Students read a Dreaming story and identify the group, the location and the main ideas (eg rules for living).

They retell including all the main ideas through cross-curricula topics in an early years setting.

**Birds** (Ei) (LEN)
A comprehensive unit of work which integrates the science and society and environment curriculum areas, in which children investigate the features and behaviours of a range of birds.

**Active For Life** (TAG) (ATKIN)
Focuses on addressing concepts, skills attitudes and issues necessary for life long participation in physical activity.

**Aquatics** (Insites) (H&PE)

**Year 1** - After reading 'The Big Hug', students are encouraged to undertake research and develop opinions concerning the diversity of aquatic environments. Rich learning in relation to the child's own identity and the future aspects concerned with the topic are developed.

**Age 5 to Age 8**

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**Growing, changing and identity** (Insites) (H&PE)

**Reception, 1, 2** - Learners have the opportunity to use KidPix to draw themselves, label and describe physical characteristics and capabilities, list emotions and develop anger management strategies. This develops self-awareness and understanding with a strong sense of self-worth in social and working situations.

**A Big Hug, gender and age relations** (TAG) (BOYD)
This unit focuses on identity, preferred futures and diversity, and supports girls and boys to understand the impact of gender on lives in contexts of celebrations and popular culture.

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Age 5 to Age 8 Developmental Learning Outcomes

**Health promoting environment (Insites)**

**Year 1**
- Children develop trust and confidence.

**Year 2**
- Children develop a positive sense of self and a confident personal and group identity.

**Year 1**
- Bills new flock (TAG) (Brain-Compatible)
  - Bills new flock is one of a collection of teaching units found in Becoming Female, becoming male using critical literacy to teach students about gender.
- Community event: Royal Show (Insites) (Art)
  - Year 2 - Group work and technology experiences are featured in many of the arts activities suggested here. Language and correct terminology to describe the arts experiences and to analyse and evaluate artworks are highlighted.
- Personal history (Insites) (S&L)
  - Year 1 - Students invite older members of the local community to tell an oral history. They compare these with new and recent oral traditions.

**Year 2**
- Children develop a sense of being connected with others and their worlds.

**Children are intellectually inquisitive**

**Year 2**
- Year 2 students observe and compare differences in growth patterns and the appearance of the same or different species. They record life cycle development using story, graph, photographs etc.

**Year 1**
- Christmas Maths (Insites) (Sci)
  - A range of Christmas maths ideas for the Early Years Band which offer practical, every day activities for teachers and learners.
- Conducting investigations (Insites) (Sci)
  - Students use construction sets to make models with wheels and test their movement down slopes. They observe the effect of different angles, the speed and the distance travelled.

**Year 2**
- Birds (EI) (Sci)
  - A comprehensive unit of work which integrates the science and society and environment curriculum areas, in which children investigate the features and behaviours of a range of birds.
- Bridges and structures to the future (TAG) (MMAT)
  - Develops understanding of structures and systems, physical and symbolic as part of their environment, and how people interact with them as designers and builders.
- Built environs (Insites) (Sci)
  - Year 2 - Students survey cultural backgounds of class members to discuss the contribution of different ethnic groups and celebrate cultural diversity.

**Celebrations (TAG) (BOYD)**

This unit of work is centred on developing children’s sense of identity, their community and the appreciation of diverse identities.

**Daylight (Insites) (Sci)**
- Reception Students talk about their days and make books that show the sequences they go through from morning to night.

**Fairy Tales (TAG) (BOYD)**

This unit of work addresses cultural diversity and future perspectives through an examination of narrative texts in the form of fairy tales.

**Children are effectively communicators**

**Year 1**
- Energy at home and school (Insites) (Sci)
  - Students share experiences of using electrical/battery operated devices. They discuss safety issues and develop a ‘mind map’ of how energy is used in their environment.
- Year 1 - Students classify and label a collection of pictures (eg, machines) according to the type of energy they use (eg, battery, fuel) and the form of energy produced (eg, light, movement). They discuss safety issues related to electrical energy.

**Year 2**
- Year 2 students collect data on the energies used in their home (eg, electrical, sound, heat and their purpose, and represents their findings using a pictogram.

**Year 1**
- Environmental issues (Insites) (Sci)
  - Reception - In this unit of work, children develop an understanding of leaf litter, household litter and investigate what we can do to reduce the amount of wastes in our homes.
- Year 1 - Students collect and compare leaves, contribute to cleaning up leaf litter and investigate where water goes after it enters the drain.
- Year 2 - Students collect data from a leaf litter discussion where the litter problem that impacts on drainage and river systems. They apply thinking skills to generate ideas and solutions to the problem.

**Year 2**
- Physical and movement skills are emphasised.
  - Year 2 - Students revise and extend skills learned in Year 1. Kicking and racquet skills are introduced.

**Fitness and wellbeing (Insites) (H&PE)**

**Year 1**
- Children are asked to participate in vigorous activities.

**Year 2**
- Daily vigorous activities suggested for Years 1 and 2.

**Games Skills (Insites) (H&PE)**
- Year 1 - A unit of work for Years 1 and 2.
- Year 2 - Revision and extension of reception work. Dance skills are improved and application of skills in various situations is encouraged. See Reception for original list of ideas.
- Fitness and wellbeing (Insites) (H&PE)

**Year 1**
- Children are asked to participate in vigorous activities.

**Year 1, 2**
- Daily vigorous activities suggested for Years 1 and 2.

**Reading (Insites)**

- Year 1 - This unit is a revision and extension of reception work. Ideas are improved and application of skills in various situations is encouraged. See Reception for original list of ideas.
- Reading - This unit includes a long list of activities for healthy eating including: making a healthy pyramid, sorting food into groups, a healthy food quiz.
- Year 1 - Activities are listed for developing healthy habits. The unit includes: a food tasting experience, visiting the Adelaide Central market, preparing and serving food at the canteen.
- Year 2 - Preparing a healthy meal, experiencing eating healthy foods from another culture, conducting a survey of favourite healthy foods and creating a list of just three of the list of stimulating activities to promote healthy eating habits.

**Dance (Insites) (H&PE)**

**Year 1**
- Children learn about various forms of dance, creating, modern, cultural and folk. They respond to various forms of music. Rich learning can occur as children use and interpret non-verbal communication.

**Year 2**
- Revision and extension of Year 1 dance skills. Students should be demonstrating greater confidence. See Reception for original, list of ideas.

**Games Skills (Insites) (H&PE)**

**Year 1**
- A variety of games are listed for this unit. These include forms of locomotion, ball control, throwing and catching. Collaboration and cooperation are the rich learning that can occur through participation.

**Year 1**
- Skills learned in reception are extended. A list of further activities is given. Ball skills are emphasised.

**Growing up (Insites)**

**Year 1**
- Learners participate in locating features and revising and extending skills learned in Year 1. Kicking and racquet skills are introduced.

**Children develop a physical sense of self**

**Year 1**
- Children are introduced along with revised with effects of significant others.

**Year 2**
- Children are encouraged to develop awareness of their own identity and the identity of others.

**Children develop a range of thinking skills**

**Year 1**
- Learning of cooperation and dependence Essential
  - Ball skills are emphasised.

**Year 2**
- Collaboration and cooperation occur through participation.

**Children are intellectually inquisitive**

**Year 1**
- Students learn about different values, living arrangements are discussed and awareness raised concerning their own identity and the identity of others.
- Children are encouraged.

**Year 2**
- This unit is a revision and extension of reception work. Ideas are improved and application of skills in various situations is encouraged. See Reception for original list of ideas.

Age 5 to Age 8 Developmental Learning Outcomes

Planning & Programming

Children develop a positive sense of self and a confident personal and group identity

Families, social construction and identity

Reception - An extensive list of activities are listed. They include constructing a map of the concept of family, identifying family members, talking about different kinds of families. An example of the rich learning that could occur as a result of this unit is: Learners begin to challenge stereotypical views of families, including male and female roles and imagining fairer, shared futures.

Year 1 - Activities are listed as for Reception plus additional ideas which include: listing and planning family activities, interviewing a family member, comparing family structures within this unit could children show a greater sense of self-awareness and respect for others. Year 2 - Similar activities to Reception are suggested for this unit are suggested.

Growing, changing & identity

Reception, 1, 2 - Some excellent ideas are listed. These include: using KidPix to draw themselves, label eating physical characteristics and describing physical capabilities, listing emotions and developing anger management strategies. The Essential Learning Identity is highlighted, in particular, developing self-awareness and understanding with a strong sense of self-worth in social and working situations.

Human life cycle

Sciences

Reception - Students display personal photographs showing changes in themselves over time. Each child contributes personal information to add to the pictures. They develop an understanding of how identities are constructed.

Career Education - People at Work (EYLF/LEF)

A unit of work addressing the society and environment curriculum area, social systems strand. Students focus on a range of paid and unpaid jobs and then investigate what skills are needed to fulfill them.

Community event: Royal Show (Art)

Year 1 - Feelings, actions and experiences of the Royal Show and field days are recalled and acted as stimuli for expression for art works by children. Year 2 - Students invite older members of the local community to tell an oral history. They compare this information with their own and record sequences of change on a timeline.

Connections between living things and the environment

Reception - Students draw living things found in trees locally. On a large class painting of a tree they paste their pictures showing the parts of the tree the animals use. Year 1 - At this level students predict and conduct invest- igations into the local animals in trees. They record results using tables, charts, pictures and notes, and share their information. Year 2 - Students discuss ways that trees and birds help us and help them (e.g. shade, shelter for birds). They construct homes for animals using various materials (e.g nests or spider webs).

Cultural Diversity - Year of the Snake (EYLF)

This unit of work examines the similarities and differences within and between the cultural groups represented in these sites.

Evaporating - drying

Year 1 - Students investigate simple puzzles by using two or three mirrors taped together. They demonstrate their findings by giving explanations of how they think reflections are made. Year 2 - At this level students explore symmetry, solve puzzles, by mirror writing and complete mazes. They investigate kaleidoscopes to understand how the use of mirrors and reflection work.

Investigating mirrors

Reception - Students sort, compare, match and categorise things that have the attributes of length, area, mass and volume. They discuss life cycles, seasons, calendars and months through questioning and the recognition of patterns.

Year 1 - Students investigate and solve puzzles by using two or three mirrors taped together. They demonstrate their findings by giving explanations of how they think reflections are made. Year 2 - At this level students explore symmetry, solve puzzles, by mirror writing and complete mazes. They investigate kaleidoscopes to understand how the use of mirrors and reflection work.

Investigating transfer of energy

Reception - This unit uses talking, viewing and improving to experience the performance arts. It suggests ideas for learners themselves to create clown faces, hold a circus parade and create a class collage.

Year 1 - This unit has an emphasis on arts analysis and response to visual and performance works to trigger ideas for learner’s own works. Use of music, visual images, every day props are suggested as ways into performance and visual arts experiences.

Year 2 - Learners at this level are asked to identify and discover for themselves aspects of this topic. This involves research, identifying music, viewing a range of performance works and creating clothing to enhance characters and activities concerned with circuses and other performance arts.

Thinking of You Greeting Cards

This unit is designed to help students understand that involvement in physical activity is enjoyable and an important aspect of a healthy lifestyle. Students develop a stronger sense of their own identity by being asked to examine their values and attitudes in relation to physical disabilities and physical activity.

Safety in: school, home and community

Performing Arts - Entertainment - Circus, Busking, Clowning, Puppets, Musical performance

Year 1 - Students explain to others how their ideas worked. They demonstrate their ideas for learners themselves to create clown faces, hold a circus parade and create a class collage.

Physical Activity

This unit is designed to help students understand that involvement in physical activity is enjoyable and an important aspect of a healthy lifestyle. Students develop a stronger sense of their own identity by being asked to examine their values and attitudes in relation to physical disabilities and physical activity.

Wellbeing

Gymnastics, Athletics

Reception - Rotation, spring by jumping and different forms of locomotion are suggested in this program.

Year 1 - Different movement patterns in gymnastics are explored. The dominant movement patterns are outlined.

Year 2 - At Year 2 students movement patterns in gymnastics are advanced further. Additional movement patterns are suggested and outlined.

Healthy Habits

Reception - A long list of healthy habits for any activity is featured. These include: making a health pyramid, sorting food into groups, a healthy food quiz. There is an opportunity here to richly develop the identity Essential Learning.

Year 1 - Activities are listed for developing healthy food habits. They include: a food tasting experience, visiting the Adelaide Central market, appraising food sold at the canteen.

Year 2 - Preparing a healthy meal, experimenting eating healthy foods from another culture, conducting a survey of food is included. The key theme is that there are just three of the list of stimulating activities to promote healthy eating habits.
**Developmental Learning Outcomes**

**Human life cycle (cont.)**

Year 1 – Baby photos of class members are displayed for students to guess which child they belong to. Children discuss physical changes.

Year 2 – Students collect photographs of adults showing key changes and in groups try to predict their correct order of sequence. They draw their own life cycle showing past and future elements.

**Our diverse class (Insites) (S&E)**

**Reception** – Children discuss special events in their life and compare various rites within different cultural celebrations including music, dance and drama. They create a class celebration.

**Performing Arts: Entertainment–Circus, Busking, Clowning, Puppets, Musical performance (Insites) (Art)**

**Reception** – This unit uses talking, viewing and improving to experience the performing arts. It suggests ideas for learners themselves to create clown faces, hold a circus parade and create a class collage.

**Personal history (Insites) (S&E)**

**Reception** – Students discuss and compare changes to family life over time. They survey older people, collect artefacts and display photographs of different generations.

**Day/night (Insites) (Sci)**

Year 1 – Observation of the physical changes between night and day is a focus of this unit. Students listen to stories about the sun and moon from other cultures.

Year 2 – Students keep records to represent data in graph form of how many hours are spent doing different activities over a set time. They investigate different ways of measuring time.

**Families, social construction and identity (Insites) (H&PE)**

**Reception** – In this unit learners have the opportunity to construct a map of the concept of family, identify family members and talk about different kinds of families. Learners begin to challenge stereotypical views of families, including male and female roles.

**Weather (Insites) (Sci)**

**Reception** – Students keep a daily weather chart. Each child contributes to the recording and discusses reasons why particular clothing is best suited to different weather conditions.

**Year 1** – Students use a weather key to chart the weather. They relate activities to the weather to understand how their personal world links with the environment. They identify how environmental factors shape communities and lifestyles.

**Year 2** – Students actively contribute to a daily weather chart, observing climatic patterns. They develop understandings of different climates globally and how that affects human activities.

**Fractions (Insites) (Math)**

**Reception** – Students use shape jigsaws, fraction kits and geo boards to understand that pieces fit to become a whole.

**Year 1** – Students construct jigsaws, explore different fraction kits and use geo boards for specific problem solving activities.

**Year 2** – Students explore making a half with a variety of materials (eg string, streamers). They use fraction kits and geo boards to explore fractions of shapes.

**Location and arrangement (Insites) (Math)**

**Reception** – Students explore maze books, find long and short pathways across a grid and arrange objects in an orderly way.

**Year 1** – From memory students draw where things are arranged in a room. They compare different pathways in areas and construct a maze.

**Year 2** – Collect a variety of maps and plans and discuss representations. Draw maps to give specific directions. Research rules and developments of mazes.

**Measurement (TAG) (ATKIN)**

**This unit focuses on learners gaining an increased understanding of constructing concepts of size and measurable attributes by comparing a variety of familiar objects and events drawn from the world around them.**

**Year 1** – Students use a measuring string. They measure objects using length, area or mass using arbitrary units, eg matches to measure string. They investigate patterns of time in every day situations.
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<td>Year 1 - Close observation of worms is required for students to draw and label their findings and to care for the worms living requirements. Students use texts to find information, and they discuss worms role in the environment. Year 2 - Students identify physical features of a worm using appropriate language. They investigate movement and reaction (eg touch) and discuss food chains in relation to worms.</td>
<td>Year 2 Students measure objects and figures by making their own measuring device. They find objects that weigh the same. They also collect and compare a variety of ways that time is measured.</td>
<td>Year 1 - Students investigate ways to change the rate of ice melting (faster, slower). Year 2 - Students investigate factors affecting ice melting in certain locations (eg fridge, desk, in shade) and discuss variables that influence melting rates (size of cube). Record findings on a class graph.</td>
<td>Year 1 - Students make a flying object, try it out, talk about what happens, and draw pictures of their model. Year 2 - Students collect a range of things that fly and observe what happens. They record problems and successes and discuss possible reasons for both. Year 2 - Through discussion of required criteria students develop a class definition of flying. They investigate conditions that facilitate flying (eg tails, shape, size) test ideas, and record results.</td>
<td>Year 1 - Students collect, sort, compare, classify, and discuss collections of money from other cultures. Year 2 - Develop understandings about the value of money and give students opportunities to apply this in real life contexts—shops, catalogues, etc.</td>
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Patterns and Connections, Early Years Band R-2 (EI) (ELFP)
Exploring how patterns in mathematics are related to patterns in nature, the arts and in built structures in our environment.

Performing Arts:
Entertainment—Circus, Busking, Clowning, Puppets, Musical performance (Insites) (Art)

Year 1 - This unit has an emphasis on arts analysis and response to visual and performance works to trigger ideas for learners' own works. Use of music, visual images, every day props are suggested as ways into performance and visual arts experiences.

Plant life cycle (Insites) (Sci)
Reception - Students plant and care for fast growing seeds and bulbs to observe growth (eg corn, potatoes). They relate their observations to personal experience of growth and change.

Year 1 - Students plant and care for fast growing seeds and bulbs and use their senses to observe characteristics and name them (eg leaves, stems, etc). They articulate and compare predicted patterns in their own growth.

Year 2 - Students relate their observations of seeds and bulb growth to personal experience. They draw accurate labelled diagrams of plants at various stages of growth.

Seasons (Insites) (Sci)
Reception - Students go for a local walk each season to observe and record in picture form the particular features at the time of year. On the way they collect fallen seeds and leaves for a class collection and art activities.

Number (Insites) (Math)
Reception - Using a variety of objects students group and number them. They use a die and flip tiles to investigate and record simple addition sentences.

Year 1 - Students record addition of two rolled dice and tossed flip tiles to explore number patterns (eg 3+6=9 6+3=9). They use the functions on a calculator to check calculations.

Patterns and algebraic reasoning (Insites) (Math)
Reception - Students investigate patterns in natural and built environments through science, visual art and music. They create their own patterns with a variety of objects.

Year 1 - Students record patterns on a blank 1-100 grid.

Year 2 - Students construct a variety of number patterns and record on a 1-100 grid. They explore and compare number patterns that link with base10 system and the 10ness of 2 digit numbers.

Patterns and change (Insites) (Math)
Reception - Different everyday patterns are identified. There is a list of suggestions for learners at this level. The rich learning of recognising patterns and connections and transferring this knowledge and understanding to other situations is developed.

Year 1 - Exploration of time lines, identifying change to do with time and predicting what will happen if a pattern continues are the three ideas explored.
Seasons (cont.)
Year 1 - In this unit of work students develop an understanding of the features of seasons in other countries or tropical Australia.
Year 2 - Students find items that indicate changes in season/weather (eg flowers in spring) to help them to determine characteristics of the current season. They also create and publish prose to show their depth of understanding about seasons.

Shelter (TAG) (4MAT)
This unit investigates the interdependence of people and animals with the environment and why therefore, it is crucial that the environment is protected.

Special places (Insites) (S&E)
Reception - Students identify a special place by drawing specific features that are natural or built in their place and describe why it is special.

Transformation and symmetry (Insites) (Math)
Year 1 - Students construct something that spins and investigate symmetry by constructing designs. They research how symmetrical shapes are used in different cultures.
Weather (Insites) (Sci)
Year 1 - Students use a weather key to chart the weather. They relate activities to the weather to understand how their personal world links with the environment. They identify how environmental factors shape communities and lifestyles.
Year 2 - Students actively contribute to a daily weather chart, observing climatic patterns. They develop understandings of different climates globally and how that affects human activities.

Patterns and change (cont.)
Year 2 - Three more advanced ideas for developing understanding of patterns and change are suggested. Learners examine growth of plants, changes per unit of time and temperature change.

Patterns and Connections, Early Years Band R-2 (EI) (ELFP)
Exploring how patterns in mathematics are related to patterns in nature, the arts and in built structures in our environment.

Racing Wheelchairs (TAG) (4MAT)
In this unit students develop understandings about people, technology and the environment through recognising people as designers, makers and users of technologies focusing on systems (wheels, axles and wheelchair design).

Reusing materials (Insites) (Sci)
Reception - Students set up structures for recycling food scraps to compost and reusing classroom materials to reduce waste. They monitor the compost process.
Year 1 - Students determine the materials needed to set up a class wormery including the food and maintenance requirements. They care for the wormery and monitor changes.
Year 2 - Students investigate the decomposition of materials in different places and over different times. They discuss implications for recycling and contribute to maintaining a wormery in the classroom.

Shadows (Insites) (Sci)
Reception - Students become aware of shadows through games, overhead images and marked shapes in the school yard.
Age 5 to Age 8  Developmental Learning Outcomes

Children develop trust and confidence

Children develop a positive sense of self and a confident personal and group identity

Children develop a sense of being connected with others and their worlds

Children are intellectually inquisitive

Children develop a range of thinking skills

Children are effective communicators

Children develop a sense of physical wellbeing

Children develop a range of physical competencies

Shadows (cont.)

Year 1 – Students investigate changes in shadow shapes by using an overhead projector and moving closer or further away from the light source. They trace their own shadow and compare it to a cut-out of their own body shape.

Year 2 – Students investigate the apparent movement of the sun across the sky by using a 'shadow stick'. They discuss and record hypotheses about the sun's movement.

Simple devices (Insites) (Sci)

Reception – Students show their understanding of how parts interact or move by constructing their own 2-D or 3-D model using hinges or split pins. They share their learning through oral presentation and classroom displays.

Year 1 – Students identify a range of devices in the classroom and speculate how they may work (eg pencil sharpener, overhead projector). They are given opportunities to 'tinker' and investigate parts of old machines by using a screwdriver.

Year 2 – Using scientific principles of movement students make machines with moving parts. They give a presentation that explains their model's purpose.

Solidifying—making jelly (Insites) (Sci)

Reception – Students make jelly and observe changes during the process. They discuss the changes and give possible reasons why they happen.

Year 1 – Students discuss the process used to make jelly. They record observations and changes and write a recipe using appropriate language (dissolve, crystals, set).

Year 2 – Students devise a jelly recipe and compare it with the one on the packet. They use senses and magnification to compare gelatine and sugar with jelly crystals.
### Age 5 to Age 8  Developmental Learning Outcomes

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**Technologies and Invention (TAG) (ATKIN)**
In this unit students develop an understanding of the role of technology in everyday life and critically examine the appropriateness of technologies in social and cultural contexts using insights of the past and present and identifying preferred futures.

**Transformation and Symmetry (Insites) (Math)**
- **Reception** - Students discuss things that turn. Explore symmetry and draw mirror images.
- **Year 1** - Students construct something that spins. They investigate symmetry by constructing designs. They research how symmetrical shapes are used in different cultures.
- **Year 2** - Students use regular 2-D shapes and irregular shapes to explore transformations (flips) across a piece of paper. They investigate lines of symmetry using 3-D shapes and look for examples in the environment.

**Analysis of Data / Numeracy through Birthdays, Road safety and Sleepover Themes (EI) (LEN)**
To develop numeracy within cross-curricula topics in an early years setting.

**Data (Insites) (Math)**
- **Year 1** - Students represent and interpret data using and applying numbers to demonstrate their understanding of a base line.
- **Year 2** - Students represent collected data in different ways, e.g. using bar graph. They reflect and discuss how the different ways that data is presented conveys particular information.
Resources organised under Learning Areas

The following pages contain the range of resources available on the SACSA website to support implementation of the SACSA Framework through Years R-12.

They have been organised under Learning Areas and Bands and clustered according to the type of resource (eg. Insites, TAGS, etc.) See the Key to Abbreviations for details.

The Learning Areas are:

- Arts
- Design & Technology
- English
- Health & Physical Education
- Languages
- Mathematics
- Science
- Society & Environment
Fairy Tales (BOYD)
This unit of work addresses cultural diversity and futures perspectives through an examination of narrative texts in the form of fairy tales.

Significant Stars (ATKIN)
Focuses on contemporary performing artists, their field of expertise and the image/identity inherent to, and/or created by, the arts form and culture that embraces it. Identity is the key concept; the who, how and why of success in the entertainment industry.

Electronic Readers (4MAT)
Students write a book for a younger reader, which is essentially a picture book. It is produced in PowerPoint as an electronic book with the resulting books of the whole class being placed on the school network for publication.

Productivity Challenge (BOYD)
The Productivity Challenge engages student teams in simulated work-based learning experiences within the areas of design and technology and arts. The teams are required to manage a large-scale classroom renovation project.

Soundscapes of Landscapes (ATKIN)
Allows students to explore sounds in their environment, build their knowledge of musical styles and composition, and subsequently compose an original piece of music.

Television Drama (ATKIN)
Supports students to better understand the influences of television on social and cultural constructs. Students critically examine images and stereotyping, and develop a better understanding of themselves and their relationship with others.

Theatre Sports (ATKIN)
Improvisation skills are developed through the use of theatre sports ideas. Transference of life skills developed through drama is also addressed.

Travelling Road Show (BOYD)
The ‘Travelling Road Show’ takes drama students and their work to our feeder primary schools. Students showcase a combination of skills learned, and also the development and expansion of certain dramatic theories and practices.

Aboriginal Dreaming Stories (LEN)
The main focus of this unit is a study of Aboriginal Dreaming stories and their relevance. The central idea is about how people around the world express their culture.

Community Connections (ELFP)
This project, which operated over a full school year, aims to develop in students an understanding of the connections between what they learn and how they live.

Cross Cultural Study of Family Life in Asia & Australia (UD)
In this unit of work students consider the lives and cultures of families in Asian cultures and compare similarities and differences with their own.

Government (ELFP)
Exploring the question—What does local government do for us?

A Simple Programming Process Incorporating the Essential Learnings (ELFP)
Examples of programming for each of the Essential Learnings across all bands. Middle Years/IDENTITY, Primary Years/COMMUNICATION, Early Years/THINKING, Middle Years/FUTURES, Primary Years/INTERDEPENDENCE.

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Corporate Image (LEN)
In this unit of work students develop an awareness of images in relation to a variety of uses, particularly in the commercial sector. The design project contains learning activities and assessment information.

Educators’ Ideas

13 Units of work aligned to the SACSA Framework (LEN)
The development of these units allowed agriculture educators the opportunity to program together and gain a better working knowledge of the SACSA Framework.

A Simple Programming Process Incorporating the Essential Learnings (ELFP)
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### Early Years R–2

**Learning with SACSA in the Lower North (LEN)**
This unit covers student initiated learning activities, school entry assessment and SACSA development, teaching areas to support the development of a focused drug education program, relevant for youth in detention and those at risk.

**Identity (LEN)**
This is a unit of work based on ‘identity’. There are a range of activities to use in the classroom related to the eight Learning Areas.

**Stories (LEN)**
A unit of work based on the theme of stories and focusing on various genres. This unit includes activities and is designed for Reception to Year 2 children.

**Ecological Sustainability (LEN)**
Planning from meta-concept of Ecological Sustainability energy focus.

### Primary Years 3–5

**Liquid Gold - Our Precious Murray River (ELFP)**
Investigating human impact on the River Murray now, and in the future.

**Programming and Recording Documents (LEN)**
The Riverland West Small Schools Network has developed a series of programming and recording documents to assist educators in meeting the SACSA Framework Standard Outcomes.

**Puppets (LEN)**
This unit was taught in a year 3/4 classroom over eight weeks with two or three lessons each week. Students learned about puppets, how to make puppets and how to use puppets.

**Recycling (ELFP)**
Understanding and taking actions for recycling.

**Learning with SACSA in the Lower North (LEN)**
This unit covers student initiated learning activities, school entry assessment and SACSA development, teaching areas to support the development of a focused drug education program, relevant for youth in detention and those at risk.

**The Built Environment (LEN)**
This unit looks at houses, housing, homes and general building. Some of the areas covered include social and environmental, technology and health.

**Authentic Assessment Resources: Community Phone Book (LEN)**
Yards-on project involving enterprise education in the community.

**Authentic Assessment Resources: Reporting (LEN)**
1) Report card intro 2) English—Reading rubric, junior primary 3) Middle Primary—report 4) Reception report 5) Upper primary reports 6&7) Reporting on work skills 8) Year 1 report 9) Year 2 report.

### Middle Years 6–9

**Government (ELFP)**
Exploring the question What does local government do for us?

**It’s Not Fair—The inequitable distribution of resources (ELFP)**
Learning about the inequitable distribution of wealth in our world.

**Liquid Gold—Our Precious Murray River (ELFP)**
Investigating human impact on the River Murray now, and in the future.

**Middle School Music Program (LEN)**
In this unit of work you will find resources that may be helpful in devising and implementing a music program with VET modules embedded according to the SACSA Framework.

**Programming and Recording Documents (LEN)**
The Riverland West Small Schools Network has developed a series of programming and recording documents to assist educators in meeting the SACSA Framework Standard Outcomes.

**Melody Writer (LEN)**
This unit of work is suitable for students who don’t have access to a music teacher or a traditional classroom and will introduce them to the concept of a melody.

**Drug Education Across Youth Education Centres (LEN)**
A mapping of drug related curriculum offerings across all teaching areas to support the development of a focused drug education program, relevant for youth in detention and those at risk.

**Ecological Sustainability (LEN)**
Planning from meta-concept of Ecological Sustainability energy focus.

### Senior Years 10–12

**R-10 DRAFT Arts Teaching Resource**
To support schools and teachers with planning, programming and assessing using the SACSA Framework, this SACSA Companion Document provides a range of learning descriptors at year level intervals. These descriptors relate to the SACSA Framework’s Key Ideas and Outcomes in Arts R-10.
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<td>Year 6 - Exploring the work of Jeannie Baker and Margaret Mead, students research and discuss the artwork of another time and culture. They are encouraged to draw, scan or create collages of images.</td>
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A Big Hug, gender and age relations (BOYD)
This unit focuses on identity, preferred futures and diversity and supports girls and boys to understand the impact of gender on lives in contexts of celebrations and popular culture.

A bug's life (BOYD)
This unit of work explores the issues around gender identity and information and communication technologies. In particular, learners examine how gender impacts on their lives and what they and others can do about making a fairer future.

Bridges and structures (4MAT)
Develops understanding of structures and systems, physical and symbolic as part of their environment, and how people interact with them as designers and builders.

Cards 'n' things (BOYD)
In this unit of work students are involved in designing and producing business cards and stationery within a real life context.

Racing Wheelchairs (4MAT)
In this unit students develop understandings about people, technology and the environment through recognising people as designers, makers and users of technologies focusing on systems (wheels, axles and wheelchair design).

A Simple Programming Process Incorporating the Essential Learnings (ELFP)
Examples of programming for each of the Essential Learnings across all bands. Middle Years/IDENTITY, Primary Years/COMMUNICATION, Early Years/THINKING, Middle Years/FUTURES, Primary Years/INTERDEPENDENCE.

Patterns and Connections, Early Years Band R-2 (ELFP)
Exploring how patterns in mathematics are related to patterns in nature, the arts and in built structures in our environment.

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Examples of programming for each of the Essential Learnings across all bands. Middle Years/IDENTITY, Primary Years/COMMUNICATION, Early Years/THINKING, Middle Years/FUTURES, Primary Years/INTERDEPENDENCE.

Cams (LEN)
Students develop design skills and strategies through building a number of types of cams and evaluating their designs. Uses the design, make, appraise process.

13 Units of work aligned to the SACSA Framework (LEN)
The development of these units allowed agriculture educators the opportunity to program together and gain a better working knowledge of the SACSA Framework.

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Topic Checklist (LEN)
This product is a generic one page checklist that can be used across all Learning Areas to summarise aspects of program.
Educators’ Ideas

Design & Technology

Communication (IC)
What is communication? What are the different types of communication? Students choose a type of communication to research and complete an individual project on.

Community Connections (ELFP)
This project, which operated over a full school year, aims to develop in students an understanding of the connections between what they learn and how they live.

Cross Cultural Study of Family Life in Asia and Australia (UD)
In this unit of work students consider the lives and cultures of families in Asian cultures and compare similarities and differences with their own.

Eugene’s Underwater World (LEN)
An online marine studies unit for middle/upper primary students. It includes a quiz activity involving research on the internet, as well as a webquest to be completed collaboratively. A rubric for assessment is included.

Government (ELFP)
Exploring the question—What does local government do for us?

Liquid Gold (ELFP)
Our Precious Murray River—Investigating human impact on the River Murray now, and in the future.

Multipurpose Sports Shoes (LEN)
Students develop a range of design skills and strategies through building, designing of shoes, investigating earlier times in relation to sport and transport.

Programming and Recording Documents (LEN)
The Riverland West Small Schools Network has developed a series of programming and recording documents to assist educators in meeting the SACSA Framework Standard Outcomes.

Learning with SACSA in the Lower North (LEN)
This unit covers student initiated learning activities, school entry assessment and SACSA development, Learning Outcomes, writing student negotiated curriculum, programming and assessment, junior primary English and student initiated research.

Identity (LEN)
This is a unit of work based on ‘Identity’. There are a range of activities to use in the classroom related to the eight Learning Areas.

Stories (LEN)
A unit of work based on the theme of stories and focusing on various genres. This unit includes activities and is designed for Reception to Year 2 children.

Ecological Sustainability (LEN)
Planning from meta-concept of Ecological Sustainability—energy focus.

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Government (ELFP)
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Home Economics Hub Group (LEN)
Home Economics programs for Years 7-10 covering health and physical education and technology areas.

Liquid Gold (ELFP)
Our Precious Murray River—Investigating the human impact on the River Murray now, and in the future.

Programming and Recording Documents (LEN)
The Riverland West Small Schools Network has developed a series of programming and recording documents to assist educators in meeting the SACSA Framework Standard Outcomes.

Construction Technology Units of Work (LEN)
These units of work in construction technology have been developed using the SACSA Framework and incorporate 4MAT teaching methodology.

Drug Education Across Youth Education Centres (LEN)
A mapping of drug related curriculum offerings across all teaching areas to support the development of a focused drug education program, relevant for youth in detention and those at risk.

Ecological Sustainability (LEN)
Planning from meta-concept of Ecological Sustainability—energy focus.
### Design & Technology

#### Early Years R–2

**Water: Storage**

- **Years Reception, 1, 2** - In this unit, learners are encouraged to undertake research and develop opinions concerning the diversity of domestic water usage and storage. Rich learning in relation to the child's own identity and the futures aspects concerned with the topic are developed.

**Design a play area**

- **Years Reception, 1, 2** - In this unit, learners are given a design brief for a play area for primary and junior primary students. Learners are encouraged to express ideas and preferences as part of shaping their environment.

**Food technology**

- **Years Reception, 1, 2** - Learners research and investigate food products, processes and systems and examine cultural influences. Activities include interviewing, visiting local shops and/or factories.

#### Primary Years 3–5

**Water: community use**

- **Year 3** - Addresses research and investigation into the use of water within the local community. Students are to find ways the local community uses water and are given opportunities to interview, discuss and observe. They are also able to identify positive/negative effects of humans on living systems.

**Water: supply and demand**

- **Year 4** - Focuses on researching and investigating how the community obtains its water supply. Students are able to observe, discuss, interview and research methods used to store and supply water. They are encouraged to find out how this differs in cultures and the positive/negative effects on living systems.

**Water: packaging**

- **Year 5** - This unit provides suggested activities for students to select and record criteria for a successful design in accordance with the negative and positive attributes of packaging. Students describe how the design chosen meets criteria listed and develop drawing skills to communicate design ideas visually.

**Toys: moving**

- **Year 3** - This unit focuses on researching and investigating moving toys used by a range of people and understanding the mechanisms of the system. Students are given the opportunity to view and discuss the systems used of varying cultures/genres.

**Toys: history and culture**

- **Year 4** - Focuses on researching and investigating toys used by a range of people in terms of history and culture. Students are given the opportunity to research the Internet and collect and critique a broad range of toys from different cultures. They are encouraged to investigate, describe and discuss differences between toys and predict future developments.

#### Middle Years 6–9

**Water: erosion**

- **Year 6** - Focuses on analysing and explaining the design decisions involved in the packaging process. Students are encouraged to analyse the purpose of a range of packaging, appraise examples and brainstorm other possible design criteria.

**Water: pollution**

- **Year 7** - This unit provides suggested activities for students to critique the design of the school environment and the effects of water erosion. Students are able to observe and record the evidence of erosion and factors contributing to erosion.

**Water: flow/control**

- **Year 8** - Focuses on investigating an existing control system/apparatus that monitors and/or controls the flow of fluids. Students are given the opportunity to use the Internet to explore and research the building of major structures. They are also encouraged to experiment building systems using models.

**Play area**

- **Year 6** - This unit provides suggested activities for students involving researching and critiquing play areas within school and other sites. Students are encouraged to analyse resources, tools, materials and gender issues and prepare a submission to create their own play area.

#### Senior Years 10–12

**Technology and society (ESL)**

- Students communicate in a range of factual and literary genre, make informed critical reflections and appropriately choose linguistic resources to communicate in different situations.
Technology and communication  
Year 3 - Addresses students’ understandings that communication medium has a purpose and a range of audiences. Students are able to deconstruct a presentation/television advertisement to scrutinise and assess the target audience.  
Designing a business promotion package  
Year 4 - This unit investigates characteristics of designed business products. Students are given the opportunity to collect and compare products/advertisements, identifying target audience. They are encouraged to research a company and survey the types of work people do.  
Year 5 - This unit investigates characteristics of designed business products. Students are given the opportunity to collect examples of job advertisements and compare and contrast versions of the same products. They are encouraged to research a company and survey the types of work people do.  
Structures: bridges  
Year 3 - Focuses on researching and investigating bridges and their design. Students are able to analyse structures for shape and strength and present their own design for critiquing. They are also able to investigate historical bridges or bridge disasters.  
Structures: buildings  
Year 4 - This unit provides suggested activities researching and identifying relationships between people and structures and how the relationships influence their design. Students are given the opportunity to investigate why certain structures exist, explain differing skills and techniques developed and the impact of scientific and technological advances.  

Multimedia: music clip video  
Year 7 - Students are able to view a series of music clips and discuss and critique elements of them. They are given the opportunity to research elements of live performance, conduct an audit of resources available in schools and ascertain the potential and restrictions.  
Materials development: timber  
Year 8 - In this unit students consider and analyse different security systems and their relationships between people and keys. Students reflect on the need for keys and security systems, investigating the shapes and designs of different keys.  
Energy and the sun  
Year 9 - This unit provides suggested activities for students to explore and research elements of natural power and compare these with established power generation methods. Students analyse the skills and techniques needed for a ‘multi-performance’ and research natural energy sources available.  
Optimism and communication  
Year 6 - Focuses on analysing and explaining the design features and competitive nature of different media genre. Students look at a range of media forms, identify the message and target audience. They analyse the design features that represent optimism and pessimism.  
Materials development  
Year 8 - This unit focuses on activities which examine natural and made shapes, exploring the influence of nature in design. Students are encouraged to analyse shapes that occur naturally and design a way its shape can be presented in metal/timber.  
Introduction electronics—control systems  
Year 9 - This unit provides activities for students to investigate places where electronic control systems are used. They are given the opportunity to view electronic control in modern cars and record information. Students are encouraged to debate the increasing dependency of society on electronic control devices.  
Structures, bridges and towers  
Year 8 - Students investigate modern/current structural building techniques and compare them to past methods. Students are able to research existing structures, materials used, methods of construction and explain the design decisions behind them.
A bug's life (BOYD)
This unit of work explores the issues around gender identity and information and communication technologies. In particular, learners examine how gender impacts on their lives and what they and others can do about making a fairer future.

Bill's new frock (Brain-Compatible)
"Bill's new frock" is a collection of teaching units focused on becoming female; becoming male using critical literacy to extend their understanding of, and capacity to challenge, the ways in which texts are constructed to represent particular views of the world.

Emotional Intelligence (ATKIN)
This unit focuses on students' understanding of the essential role of feelings and thought processes, in the notion of the heart and the head together, in influencing learning and personal wellbeing. Several key developmental areas include students being able to regulate their moods, self-motivation and persistence in the face of set backs.

Technologies and Invention (ATKIN)
In this unit students develop an understanding of the role of technology in everyday life and critically examine the appropriateness of technologies in social and cultural contexts using insights of the past and present and identifying preferred futures.

Thinking of You—Greeting Cards (ATKIN)
Uses the study of greeting cards to expand students' understandings about interdependence in human relationships and the ways people use texts as symbolic representations of thoughts and feelings.

A bug's life (BOYD)
This unit of work explores the issues around gender identity and information and communication technologies. In particular, learners examine how gender impacts on their lives and what they and others can do about making a fairer future.

Adapt to survive (BOYD)
In this unit of work links are made between the world of animals and the world of people. In particular, girls and boys examine gender identity and getting along with others in the classroom environment.

Choosing, viewing and Analysing TV Programs (ATKIN)
Engages students' critical analysis of various television genres to extend their understanding of, and capacity to challenge, the ways in which texts are constructed to represent particular views of the world.

Human-animal relationship (ATKIN)
Investigates the interdependence of people and animals and how humans have used animals, responsibly and irresponsibly, for a variety of purposes.

Mask and Mime (ATKIN)
This work is designed to help students develop self-awareness and actively engage with the interplay between the "self" and collective identities. A particular focus is on the visual elements and characteristics of mask—students create their own masks and use these in mime performances.

Spoken Communication (BOYD)
Develops students' understanding of the influence of social and cultural contexts on verbal and non-verbal communication and how the control of communication genres is a key to power.

Timeline (BOYD)
Students work on a number of activities connecting the past with the present and their future. They work in teams to decide on a particular period of Australia's history to research to then produce a timeline. This unit is about students making explicit connections between current actions and responses and future actions and responses.

Toys (Brain-Compatible)
Toys, and texts about them, are used to draw attention to the various effects the construction of gender can have on the experiences of boys and girls. This unit allows learners to critically analyse how fun and pleasure are constructed and marketed, often in dominant and stereotypical ways, and how else things could be.

Adapt to survive (BOYD)
In this unit of work links are made between the world of animals and the world of people. In particular, girls and boys examine gender identity and getting along with others in the classroom environment.

Class Newsletter (4MAT)
This unit of work enables students to develop high-level critical understandings about the construction of texts and the power of authors and editors to include or exclude information and opinions.

Creativity—Middle Years (BOYD)
Focuses on the notion of creativity through the development of the Essential Learnings, Futures and Thinking. Students develop a sense of optimism about their ability to actively contribute to shaping their preferred future.

Electronic Readers (4MAT)
Students write a book for a younger reader, which is essentially a picture book. It is produced in PowerPoint as an electronic book with the resulting books of the whole class being placed on the school network for publication.

Enterprise in the Middle Years (BOYD)
This unit can be used to develop an interchange between city and country schools for teachers, students and community members. The unit uses a thematic approach based upon the enterprise learning cycle to connect a number of learning areas. Through this approach the program focuses on enterprise, vocational learning and career awareness education.

Gendered OZ (BOYD)
This unit of work focuses on the issues around gender construction and identity, Australian identity and Information and Communication Technologies (ICTs). Learners examine how gender impacts on their lives and what they and others can do about making a fairer future.

Immigration (ATKIN)
This unit on immigration aims to develop all students' understandings about the historical, political, social and cultural factors related to immigration and the impact of these on individuals, groups and Australian society as a whole.

Inventions and Inventionness (ATKIN)
This unit examines the individual state of mind and social and cultural influences that stimulate inventive thinking and behaviour, as well as the inventions which result from these conditions.

Money marque (ATKIN)
This is an integrated unit designed for Year 9 and includes mathematics, science and English. Students identify something that they want to own/acquire in the next two/three years and then work through a process that identifies the monetary worth of the product and its design elements.

Shrek (BOYD)
In this unit students have the opportunity to view 'Shrek' to then explore contemporary local and global issues such as fear of difference, prejudice, and obsession with physical appearance.

Ukiyo-e prints (ATKIN)
This unit focuses particularly on the features and techniques of Japanese Ukiyo-e prints. Students investigate, examine and discuss artists and artworks to develop a critical appreciation of their own works and those of others, and to make connections between the diversity of arts practices across cultures and time.
A Simple Programming Process Incorporating the Essential Learnings (ELFP)
Examples of programming for each of the Essential Learnings across all bands. Middle Years/IDENTITY, Primary Years/COMMUNICATION, Early Years/THINKING, Middle Years/ FUTURES, Primary Years/INTERDEPENDENCE.

Career Education (LEN)
A unit of work addressing the society and environment curriculum area, social systems strand. Students focus on a range of paid and unpaid jobs and then investigate what skills are needed to fulfil them.

Cultural Diversity—Year of the Snake (UD)
This unit of work examines the similarities and differences within and between the cultural groups represented in these sites.

Essential Learnings in Early Years (LEN)
How to embed Essential Learnings into curriculum explores ways children can articulate their understanding of Essential Learnings. This unit of work looks at ways of explaining Essential Learnings and how to begin programming for Essential Learnings.

Guided Reading—Early Years (LEN)
This unit of work is a subject overview in the area of guided reading and is used by schools as part of the literacy block. It shows how guided reading fits into the SACSA Framework and the Standard Outcomes which can be achieved through its teaching.

Our Pets, Cats and Dogs—Unit of work (LEN)
A unit of work addressing the English curriculum area, working with the families in Asian cultures and compare similarities and differences with their own.

Programming and Recording Documents (LEN)
The Riverland West Small Schools Network has developed a series of programming and recording documents to assist educators in meeting the SACSA Framework Standard Outcomes.

Shared Big Book—Early Years (LEN)
This unit of work is a subject overview for a shared big book and is used by schools as part of the literacy block. It shows how big book reading fits into the SACSA Framework and the Standard Outcomes which can be achieved through its teaching.

Speaking and Listening—Early Years (LEN)
This unit of work is a subject overview in the area of speaking and listening and is used by schools as part of the literacy block. It shows how speaking and listening fits into the SACSA Framework and the Standard Outcomes which can be achieved through its teaching.

Teaching As Learners: Engaging with SACSA (LEN)
This package develops a process used to facilitate deep discussion of the aspects of the SACSA Framework that may promote a change in pedagogy or practice, including the Essential Learnings and some Cross-curriculum Perspectives.

Learning with SACSA in the Lower North (LEN)
This unit covers student initiated learning activities, school entry assessment and SACSA development. Learning Outcomes, writing student negotiated curriculum, programming and assessment, junior primary English and student initiated research.

A Simple Programming Process Incorporating the Essential Learnings (ELFP)
Examples of programming for each of the Essential Learnings across all bands. Middle Years/IDENTITY, Primary Years/COMMUNICATION, Early Years/THINKING, Middle Years/ FUTURES, Primary Years/INTERDEPENDENCE.

Aboriginal Dreaming Stories (LEN)
The main focus of this unit is a study of Aboriginal Dreaming stories and their relevance. The central idea is about how people around the world express their culture.

Child Refugees (UD)
A unit of work in studies in society and environment that aims to raise awareness of the issues about child refugees and their rights.

Communication (IC)
What is communication? What are the different types of communication? Students choose a type of communication to research and complete an individual project on.

Communities (LEN)
This is a Primary Years unit on communities devised around the Essential Learnings. It has a cross curricular perspective.

Community Connections (ELFP)
This project, which operated over a full school year, aims to develop in students an understanding of the connections between what they learn and how they live.

Cross Cultural Study of Family Life in Asia and Australia (UD)
In this unit of work students consider the lives and cultures of families in Asian cultures and compare similarities and differences with their own.

Eugene's Underwater World (LEN)
An online marine studies unit for middle/upper primary students. It contains short examples of learning activities and assessment weighting.

Eugene's Underwater World (LEN)
An online marine studies unit for middle/upper primary students. It contains short examples of learning activities and assessment weighting.

FUTURES, Primary Years/INTERDEPENDENCE.

Alaskan Native Culture Unit (LEN)
A unit of work on the topic of Alaskan Native Culture that integrates the society and environment, maths and English Learning Areas with information and communication technology.

Art—Media (LEN)
A five week unit of work for students in the Middle Years in which they will examine and develop an understanding of media. It contains short examples of learning activities and assessment weighting.

Building a Culture of Peace (UD)
A unit of work that challenges students' view of stereotypes. Students will have the opportunity to explore and research critically review print media.

Communication (IC)
What is communication? What are the different types of communication? Students choose a type of communication to research and complete an individual project on.

Community Connections (ELFP)
This project, which operated over a full school year, aims to develop in students an understanding of the connections between what they learn and how they live.

Eugene's Underwater World (LEN)
An online marine studies unit for middle/upper primary students. It includes a quiz activity involving research on the internet, as well as a webquest to be completed collaboratively. A rubric for assessment is included.

Exploring Poetry—Middle Years (LEN)
This unit of work is designed to be used as a topic overview on exploring poetry.

Foxspell (IC)
‘Foxspell’ by Gillian Rubenstein is a story that deals with the difficulties of moving to a new school and of fitting into another community. Learners use this text to explore the themes of friendships, bullying, victimising, single parent families, entertainment, bored teenagers, crime and low incomes.

Drug Education Across Youth Education Centres (LEN)
A mapping of drug related curriculum offerings across all teaching areas to support the development of a focused drug education program, relevant for youth in detention and those at risk.

Ecological Sustainability (LEN)
Planning from meta-concept of Ecological Sustainability—energy focus.
Early Years R–2

Careers (LEN)
A unit of work based on careers with the main emphasis on people who help to serve the community.

Identity (LEN)
This is a unit of work based on Identity. There are a range of activities to use in the classroom related to the eight Learning Areas.

Stories (LEN)
A unit of work based on the theme of stories and focusing on various genres. This unit includes activities and is designed for Reception to Year 2 children.

Linking SACSA Outcomes and First Steps (LEN)
A unit of work linking SACSA Outcomes and First Steps teaching strategies.

Ecological Sustainability (LEN)
Planning from meta-concept of Ecological Sustainability—energy focus.

R–7 English Teaching Resource
To support schools and teachers with planning, programming and assessing using the SACSA Framework, this SACSA Companion Document provides a range of learning descriptors at year level intervals. These descriptors relate to the SACSA Framework’s Key Ideas and Outcomes in English R-7.

The environment
Using a contextualised approach to learning, most of the work in this unit revolved around an unkempt area of the school chosen by the students. Through class discussion there were opportunities to reflect on and consider different equity perspectives, such as Aboriginal and disability.

Writing a report (ESL)
This program is for educators who are teachers of ESL learners in this unit revolved around an unkempt area of the school chosen by the students. Through class discussion there were opportunities to reflect on and consider different equity perspectives, such as Aboriginal and disability.

R–7 English Teaching Resource
To support schools and teachers with planning, programming and assessing using the SACSA Framework, this SACSA Companion Document provides a range of learning descriptors at year level intervals. These descriptors relate to the SACSA Framework’s Key Ideas and Outcomes in English R-7.

Middle Years 6–9

Authentic Assessment Resources: Community Phone Book (LEN)
Hands-on project involving enterprise education in the community.

R–7 English Teaching Resource
To support schools and teachers with planning, programming and assessing using the SACSA Framework, this SACSA Companion Document provides a range of learning descriptors at year level intervals. These descriptors relate to the SACSA Framework’s Key Ideas and Outcomes in English R-7.

Year 6

Speaking as an ‘expert’

Year 3 – This unit provides suggested activities for students to select and research a topic they think they are ‘an expert’ on.

Year 4 – This unit discusses retelling an anecdote about a student’s personal experience. Students are able to experiment with clarifying questions and comments, take notes and research what makes an interesting story/review.

Interview with the group (Media texts)

Year 6 – This unit is based on a Rock Assignment. Students roleplay interviewer and interviewee in a TV presentation.

Group or paired reading (Literature texts)

Year 6 – This unit has two main parts. The first focuses on the expressive aspects of language through reading aloud in groups, noting style and character development, and providing brief feedback to whole class. The second aspect addresses the elements of book reviews.
Informal talk to class
Year 5 - Focuses on students planning and presenting a short, informal talk about themselves to the class or small group. They are given the opportunity to select between one and five items, which provide detail and support their oral presentation.

Joke telling
Year 3 - This unit provides suggested activities for students to discuss a diverse range of jokes and carefully consider how different groups in society may be offended by some ideas of humour. Students are encouraged to consider how to produce jokes that reflect socially positive perspectives.

Radio advertising
Year 3 - Addresses the contextual features of radio advertisements. Students are able to listen to a range of advertisements and discuss critical aspects. They are also given the opportunity to prepare and present a radio advertisement.

Shopping catalogues (Everyday texts)
Year 3 - This unit provides activities for students to read and review a range of shopping catalogues and collect and record information. Using a PMI chart, students are able to discuss the construction of gender and racial groups reflected in catalogues.

Visual text (Media texts)
Year 3 - This unit provides suggested activities for students to view a film and discuss the intentions of the film-maker. Students are encouraged to view sections of the film without sound and identify how the music makes them feel.

Dreaming stories
Year 3 - Focuses on students listening to and reading Ngarrindjeri Dreaming stories. They are able to examine and discuss the rules for living regarding spiritual life and the environment.

Promotional pamphlet (Everyday texts)
Year 3 - This unit focuses on activities for students to compose a positive promotional pamphlet about the school. Students are able to research the context, purpose and audience.

Poetry (Literature texts)
Year 3 - Discusses activities for students to compose a range of poems after interacting with models and examples of poetry. Students are encouraged to create poetry that is based on familiar topics.

E-mail penpals (e-pals)
Year 3 - This unit focuses on students composing short texts to send to someone using email. Students are able to share and record what is already known about email. They are given the opportunity to view real examples of emails.

Extension the language of opinion
Year 4 - Addresses students' use of essential questions, lateral thinking strategies and specialised language when giving opinions. Students are able to discuss their interpretation of critical thinking, and make a statement for discussion using posters and PMI charts to express their opinion.

Sports and the media (Media texts)
Year 4 - This unit focuses on students exploring tabloid newspapers, identifying and listing different sections. They are given the opportunity to view the sports sections and formulate questions to investigate the content, audience and purpose of tabloid sports pages.

Sending a postcard home (Everyday texts)
Year 6 - This unit has links to Rock Assignment. It compares post card genre with letter writing, reducing paragraphs to sentences. It notes features and uses of postcards and design styles.

Profile of a band member (Media texts)
Year 6 - This focuses on reading profiles of stars from magazines, noting language use, style of interview, what information is included, reported/direct speech. It links with Rock Assignment and discusses producing students own profiles.

Debates
Year 7 - This unit addresses listening and participating in debate, focusing on relevant language use, persuasion, grammatical structures, expression, intonation and gesture.

Playing Beetle Bow (Literature texts)
Year 7 - This activity focuses on comparing and contrasting change over time, through writing a letter to a character in the book. It suggests keeping a reading log and has a thorough check list of written language conventions. It compares the book text with the video and discusses aspects of filming, eg style, camera angles, close ups.

Stereotypes in magazine advertisements
Year 7 - This unit examines newspaper reports and advertisements for gender issues, stereotyping, misleading information, balance etc.

Writing a letter to the editor
Year 7 - In this unit students write a persuasive letter to the editor presenting a different point of view to restore balance.

Creating a magazine advertisement
Year 7 - This unit focuses on creating a magazine advertisement for target audience in multimedia and a story board for a television advertisement. It considers the effect on culture, gender etc. if aspects of the advertisement are changed.

Introducing .... A listening and speaking activity
Year 8 - This unit focuses on the skills needed for both speaker and listener to interview a partner with respect to identity, characteristics etc, and how to introduce them to the group or class.

Round the twist series (Literature texts)
Year 8 - This focuses on actively listening to what characters say, noting verbal clues to indicate emotions and ideas expressed by author. It makes comparisons with video images and compares how film invokes a reaction compared with the book.

Horoscopes (Media texts)
Year 8 - This unit involves reading horoscopes from a variety of sources, observing the use of jargon, tense, critical/complimentary tone and students writing their own entertaining horoscope for peer audience using Publisher.

Instruction manuals (Everyday texts)
Year 8 - This unit analyses instructions and directions through reading, noting, reporting back and compares instructions for various activities.
**Early Years R–2**

**Insites**

**Primary Years 3–5**

- **A humorous narrative (Literature texts)**
  - **Year 4** - This unit uses a six frame comic storyboard model (eg speech bubbles, exaggeration, surprise, etc.) to sequence and problem solve a humorous narrative over a range of contexts and purposes.

- **Advertising (Everyday texts)**
  - **Year 5** - This unit records and organises information from advertisements in children's television programs. Students view a range of advertising recording product, target group, presentation, significance of colour, music, gesture, etc.

- **Feedback as 'critical friend'**
  - **Year 5** - In this unit students critically examine oral language skills, with self as presenter and critical friend as listener. It focuses on listening for specifics, giving feedback, and evaluating performance.

- **Stereotyping in literature texts**
  - **Year 5** - This unit focuses on Paul Jennings' short stories, making comparisons with other texts. It discusses what influences stereotypical roles and how identities are constructed and compares and contrasts characters.

- **Picture books (Literature texts)**
  - **Year 5** - This unit addresses picture book text. It identifies features and relationship between pictures and text, proof reading, editing skills and appropriateness of text.

- **Soap opera on television (Media texts)**
  - **Year 5** - This unit views an episode of a soap opera to focus on characteristics, to challenge reality and stereotypes and how these might be better balanced.

- **Book review (Media texts)**
  - **Year 5** - This unit examines and rates texts according to class generated criteria and focuses on editing skills and presentation.

- **Procedural texts (Everyday texts)**
  - **Year 5** - In this unit, students write instructions to help a student in another class write a meaningful text for a younger child.

**Middle Years 6–9**

- **Short stories (Literature texts)**
  - **Year 9** - This unit compares features of short stories with the novel and uses a variety of techniques, eg substitutions to change tone of story. It contains a checklist to analyse a short story.

- **Email and other electronic messages (Everyday texts)**
  - **Year 9** - This unit looks at a collection of emails written for a range of audiences and purposes, eg formal, informal, attachments, viruses, attaching photographs and email protocol. Activities include converting phone calls or letters to email.

- **Quiz programs (Media texts)**
  - **Year 9** - This unit includes watching a variety of quiz shows, observing language style and characteristics of presenter and contestant. It looks at audience allegiance, writing questions for a quiz show and mind maps for filming a show. There is a checklist for the components of a Quiz Show.

**Senior Years 10–12**

**English**
Emotional Intelligence (ATKIN)

Focuses on children/students coming to understand the essential role of feelings and thought processes, i.e., the notion of the heart and the head together, in influencing learning and personal wellbeing. Several key developmental areas include children/students being able to regulate their moods, self-motivation and persistence in the face of set-backs.

Physical Activity (ATKIN)

This learning is designed to help students understand that involvement in physical activity is enjoyable and an important aspect of a healthy lifestyle. Students develop a stronger sense of their own identity by being asked to examine their values and attitudes in relation to physical disabilities and physical activity.

A Simple Programming Process Incorporating the Essential Learnings (ELFP)

Examples of programming for each of the Essential Learnings across all bands, Middle Years/IDENTITY, Primary Years/COMMUNICATION, Early Years/THINKING, Middle Years/FUTURES, Primary Years/INTERDEPENDENCE.

Analyzing data / Numeracy through Birthdays, Road safety and sleepover themes (LEN)

To develop numeracy within cross-curricula topics in an earlier years setting.

Food (LEN)

A topic overview for a unit of work on food containing ideas for learning activities and assessment.

Ideas for Promoting Physical Activity in Schools (LEN)

A list of ideas to generate increased physical activity at school.

Programming and Recording Documents (LEN)

The Riverland West Small Schools Network has developed a series of programming and recording documents to assist educators in meeting the SACSA Framework Standard Outcomes.

Unit of Work—Health of Individuals and Communities (LEN)

In this unit of work students collect, organise and use information about the types of food that compromise a healthy diet. Students then identify the need for skills in safe handling and preparation of food while also examining the effect of advertising on food choices.

A Simple Programming Process Incorporating the Essential Learnings (ELFP)

Examples of programming for each of the Essential Learnings across all bands, Middle Years/IDENTITY, Primary Years/COMMUNICATION, Early Years/THINKING, Middle Years/FUTURES, Primary Years/INTERDEPENDENCE.

Auskick (LEN)

A topic overview demonstrating how football and football coaching fit into the health and physical education strand of the SACSA Framework. It gives examples of activities, experiences and ideas for assessment.

Bullying (LEN)

A topic overview for a unit of work on bullying for children in the Primary Years. It has suggested learning activities and assessment methods.

Community Connections (ELFP)

This project, which operated over a full school year, aims to develop in students an understanding of the connections between what they learn and how they live.

Cross Cultural Study of Family Life in Asia & Australia (UD)

In this unit of work students consider the lives and cultures of families in Asian cultures and compare similarities and differences with their own.

Government (ELFP)

Exploring the question: What does local government do for us?

Ideas for Promoting Physical Activity in Schools (LEN)

A list of ideas to generate increased physical activity at school.
Vocational Learning Units of Work (LEN)

Supports the development of a constructivist approach to learning using enterprise methodology. R-10: Rain Forest, Summer Shoes, Tissue Box Production, Easel Project, Post Camp Expo, Litter Bin Design, Animation, Match a Career, Career Choices, Careers for the Future, From Our Point of View, Middle Years Science Example

Learning with SACSA in the Lower North (LEN)

This unit covers student initiated learning activities, school entry assessment and SACSA development, Learning Outcomes, writing student negotiated curriculum, programming and assessment, junior primary English and student initiated research.

Identity (LEN)

This is a unit of work based on ‘identity’. There are a range of activities to use in the classroom related to the eight Learning Areas.

Liquid Gold—Our Precious Murray River (ELFP)

Investigating human impact on the River Murray now, and in the future.

Programming and Recording Documents (LEN)

The Riverland West Small Schools Network has developed a series of programming and recording documents to assist educators in meeting the SACSA Framework Standard Outcomes.

Puppets (ELFP)

The creation and use of puppets.

Learning with SACSA in the Lower North (LEN)

This unit covers student initiated learning activities, school entry assessment and SACSA development, Learning Outcomes, writing student negotiated curriculum, programming and assessment, junior primary English and student initiated research.

Careers Ed (LEN)

This unit exposes learners to the types of careers and jobs available to them. It helps to develop a positive and realistic attitude towards careers relating to where their interests and skills lie.

The Built Environment (LEN)

This unit looks at houses, housing, homes and general building. Some of the areas covered include social and environmental, technology and health.

Authentic Assessment Resources: Community Phone Book (LEN)

Hands-on project involving enterprise education in the community.

Authentic Assessment Resources (LEN)

1) Speaking & listening assessment 2) Interviewing skills assignment 3) Upper primary reading assessment 4) PE assessment 5) Language assessment (upper primary).

Authentic Assessment Resources: Reporting (LEN)

1) Report card intro 2) English—Reading rubric junior primary 3) Middle primary—report 4) Reception report 5) Upper primary reports 6&7) Reporting on work skills 8) Year 2 report 9) Year 2 report.

R-10 DRAFT Health & Physical Education Teaching Resource

To support schools and teachers with planning, programming and assessing using the SACSA Framework, this SACSA Companion Document provides a range of learning descriptors at year level intervals. These descriptors relate to the SACSA Framework’s Key Ideas and Outcomes in Health & Physical Education R-10.

R-10 DRAFT Health & Physical Education Teaching Resource

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### Early Years R–2

**Health and hygiene (ESL)**
Children increase their understanding of the five food groups and kitchen hygiene practices.

### Primary Years 3–5

**Nutrition & food choices**
- **Year 3** - This unit discusses choices in food with a focus on a balanced diet, food groups and fast foods. Personal hygiene, food preparation and cooking as well as cultural, lifestyle, dietary differences and Aboriginal food trail are discussed.
- **Year 4** - This unit considers the influence of food choices on budget, culture, environment, celebrations, specific diet (eg vegetarian) and how these are influenced by media. Healthy living is reinforced by the keeping of journals and graphs.

### Middle Years 6–9

**Healthy dietary practice, influences on food choice**
- **Year 6** - In this unit students explore different eating patterns (laws, customs), different food (religious, cultural, vegetarian) and different methods of cooking (boil, fry, grill). Activities include choosing a culture and presenting all related aspects to serving the meal, including culturally inappropriate behaviour.
- **Year 7** - This unit demonstrates understanding of a food selection model (Pyramid or Target) and correct procedures for handling, storing, preparing and serving. It discusses issues of food poisoning, eating disorders, body image, economic status, diseases and how they influence people’s eating habits.

### Senior Years 10–12

**Healthy dietary practice, influences on food choice**
- **Year 8** - This unit continues the year 7 model focusing on the planning, preparation and serving of a meal, and on using safe practices.
- **Year 9** - This unit focuses on differences in foods, eg dietary trends, including genetically engineered foods. It compares Aboriginal bush food with McDonalds, and utilises online resources for food preparation and presentation.

### Health & Physical Education: R–12

**Games Skills**
- **Year 1** - This unit includes a long list of activities for healthy eating including: making a health pyramid, sorting food into groups, a healthy food quiz.
- **Year 2** - Preparing a healthy meal, experiencing eating healthy foods from another culture, conducting a survey of favourite healthy foods are just three of the list of stimulating activities to promote healthy eating habits.

**Gymnastics**
- **Year 1** - Different movement patterns in gymnastics are explored. The dominant movement patterns are outlined.
- **Year 2** - At Year 2 children’s movement patterns in gymnastics are advanced further. Additional movement patterns are suggested and outlined.

**Dance**
- **Year 1** - Children participate in dance in various forms—creative, modern, cultural and folk. They respond to various forms of music and rich learning can occur as children use and interpret verbal/non-verbal communication.
- **Year 2** - This unit is a revision and extension of reception work. Dance skills are improved and application of skills in various situations is encouraged.

**Aquatics**
- **Year 1** - This unit is a revision and extension of skills learned and practised in Reception.
- **Year 2** - This unit is a revision and extension of Reception and Year 1 skills.
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| **Safety in: school, home and community**<br>**Reception** - Two themes are suggested: Everyone has the right to feel safe all the time and 'Nothing is so terrible that you can’t tell someone about it'. Learners develop attachment and trust with significant others.<br>**Year 1** - The two themes covered in Reception are revised with effects of harassment on individuals being introduced along with ways to counter harassment. Learners are encouraged to identify and describe strategies for personal health and safety for themselves and others.<br>**Year 2** - Revision of themes introduced in Reception and Year 1. | **Understanding relationships and working in teams**<br>**Year 3** - This unit explores the sense of belonging with regard to peers, family, school network and develops qualities of care, sharing and empathy. It contains a detailed list of skills needed for conflict resolution, cooperation and meaningful communication.<br>**Year 4** - This unit focuses on developing positive relationships through building skills in active listening, reasoning, negotiating, acceptance and responsibility. It explores positive influences of peers, mentors and community members.<br>**Year 5** - The focus of this unit is on relating to individuals and to diverse groups, and working as a team in a variety of settings. It discusses leadership qualities, positive interaction and communication.<br>**Identity and influences on Identity**<br>**Year 3** - This unit explores personal identity, considering physical, social, emotional and spiritual aspects, as well as family relationships and community involvement. It discusses building confidence and self-esteem through a range of activities.<br>**Year 4** - This unit focuses on the self-portrait, making friends, belonging to a group, self-worth, expressing feelings and being able to communicate in a variety of situations, eg embarrassment. It discusses the diversity of families and the role of wider community influences and lists suggestions for confidence building.<br>**Identity and influences on Identity**<br>**Year 5** - This unit builds on the self-portrait of earlier year levels, discussing how to identify and analyse what influences lifestyle and self-esteem. It looks at stereotypes, sensitivity and reaction to judgments, how to recognise individuals’ needs and offer and receive feedback.<br>**Growth, health and development**<br>**Year 3** - This unit explores physical, social, emotional and spiritual development through timelines and other activities including the five senses. Considers changes since babyhood, eg abilities, body parts, safety, behaviour, etc.<br>**Year 4** - In this unit students describe and analyse past and current stages of development and predict future changes. In particular, noting differences in boys and girls physically and culturally and understanding body systems to support self-care. They explore the qualities of friendship, cooperation and caring, in relation to peer groups and other age groups, gathering and presenting data.<br>**Year 5** - This unit looks at body parts and changes for boys and girls, considering reproductive systems, self-care, media body image, emotional changes, controlling feelings, stress management and how lifestyle choices can influence development. | **Relationships and working in teams**<br>**Year 6** - The focus is on working as a good team member, identifying characteristics of good friends and the qualities of a leader.<br>**Year 7** - Students will assume and analyse different roles (eg class or team captain, SRC representative, family member) and identify conflict situations, recognise differing cultural expectations and identify how to maintain positive relationships.<br>**Year 8** - This unit closely parallels Year 7 and discusses coping with authority and developing leadership skills.<br>**Year 9** - This unit focuses on power dynamics in relationships and identifies responsible sexual behaviours.<br>**Identity and environments. Relationships, rights and responsibilities**<br>**Year 6** - This unit addresses students recognising the way people react to stereotypical language and slang terms. Students are able to define a stereotype, giving examples and recognising how stereotypical labelling affects people.<br>**Year 7** - Focuses on promoting a positive self-concept in a variety of contexts. Students are encouraged to identify feelings that relate to transitions in their life, recognising their uniqueness and the influences that impact on their identity.<br>**Year 8** - Focuses on promoting a positive self-concept in a variety of contexts. Students are encouraged to identify feelings that relate to transitions in their life, recognising their uniqueness and the influences that impact on their identity.<br>**Year 9** - Addresses the personal abilities and characteristics that make individuals unique. Students are able to consider how people would feel in different situations. They are able to recognise and analyse how the media has influenced them as a person.<br>**Growth and development**<br>**Year 6** - Discusses changes likely to occur at puberty and recognises the uniqueness of individuals. Students are encouraged to identify their own unique characteristics and explain the effect lifestyle choices can have on a person's growth and development.<br>**Year 7** - This unit involves students demonstrating skills to manage adolescent changes. They are given opportunities to reflect and describe situations from other people’s perspectives. Students are encouraged to understand the choices and changes they will encounter in the future, such as new technologies and lifestyles.<br>**Year 8** - This unit involves students demonstrating skills to manage adolescent changes. They are given opportunities to reflect and describe situations from other people's perspectives. Students are encouraged to understand the choices and changes they will encounter in the future, such as new technologies and lifestyles.<br>**Year 9** - Health related components of fitness.
Families, social construction and identity
Reception - In this unit learners have the opportunity to construct a map of the concept of family, identify family members and talk about different kinds of families. Learners begin to challenge stereotypical views of families, including male and female roles.
Year 1 - Activities are listed as for Reception plus additional ideas which include: listing and planning family activities, interviewing a family member, comparing family structures within cultures. As a result of this unit children could show a greater sense of self-awareness and respect for others.
Year 2 - Similar activities to Reception and Year 1 for this unit are suggested.

Getting along with others
Years Reception, 1, 2 - A variety of activities is suggested to achieve desirable attributes for being able to get along with others. They include drawing, role playing and making chains. Children begin to understand and value difference in people's needs, interests, capabilities and skills.

Growing, changing & identity
Years Reception, 1, 2 - Learners have the opportunity to use KidPix to draw themselves, label and describe physical characteristics and capabilities, list emotions and develop anger management strategies. This develops self-awareness and understanding with a strong sense of self-worth in social and working situations.

Fitness and wellbeing
Reception - Children are asked to participate in vigorous activities.
Years 1, 2 - Daily vigorous activities suggested for Years 1 and 2.

Health promoting environment
Reception - A unit of work for advancing understandings concerned with a healthy environment. Equity issues are addressed and awareness raised concerning their own identity and the identity of others.
Years 1, 2 - This unit includes ideas for a study of the school environment and how it could be made healthier.

Physical activity, fitness and health
Year 3 - This unit addresses the importance of regular exercise and physical activity through warm ups, work outs, aerobics and dance and the usefulness of recording active involvement, as well as recognising and understanding individual differences in abilities.
Year 4 - This unit discusses how the body changes during exercise (heart rate, etc) and the benefits derived. It explores awareness of community facilities, what influences healthy involvement and the importance to the body of balancing recreational activities.
Year 5 - This unit focuses on designing fitness activities, games and sports for peers and junior primary students. It involves students taking risks, self-monitoring and planning their own fitness lifestyle making use of data collection and presentation.

Healthy or unhealthy? Healthy communities
Year 3 - This unit discusses what it means to be healthy through brainstorming students' perceptions of health and illness. It covers dimensions of physical, emotional, social, and spiritual health through arts activities. Students increase awareness of health in the community, environment and global situation.
Year 4 - This unit focuses on community health, what's available and how it's accessed by groups, eg babies, elderly, Aboriginal and Torres Strait Islanders and ethnic communities. Students value and experience the natural environment as it relates to them and how they can be involved in its conservation and sustainable use.
Year 5 - This unit discusses health issues related to image, fashion, junk food, sporting labels, substance use/abuse and advertisements, and investigates strategies to manage detrimental influences.

Health related components of fitness
Year 6 - This unit addresses the benefits of activities and factors that can affect performance. Students are able to participate in a wide range of fitness activities and set target levels for their own fitness.
Year 7 - This unit focuses on engaging students in a variety of activities, identifying the psychological and physical benefits of fitness. Students are encouraged to participate in a program designed to improve an area of identified weakness.
Year 8 - This unit focuses on engaging students in a variety of activities, identifying the psychological and physical benefits of fitness. Students are encouraged to participate in a program designed to improve an area of identified weakness.
Year 9 - This unit provides students with the opportunities to set goals and identify factors affecting the achievement of these goals. They are given the opportunity to participate in a personal fitness plan at school and analyse and interpret fitness testing.

Health issues and adolescence and making healthy choices
Year 6 - This unit provides suggested activities for students to identify images that are targeted to adolescents. They are given the opportunity to analyse images that may influence their health and identity, and are put in touch with community services that support adolescents' positive self-esteem.
Year 7 - Focuses on the health status of adolescents in Australia. Students research aspects of their health, recording who and what impacts on how choices are made. They are encouraged to identify and critically evaluate health services.
Year 8 - This unit focuses on the health status of adolescents in Australia. They are able to identify aspects of their health and critically evaluate products and services that are culturally appropriate and can enhance their health and environment.
Year 9 - This unit provides activities for students to compare the health of different groups in the community. They are given the opportunity to analyse factors that impact health, predict changing behavioural patterns in the community and implement an action research cycle.
Chinese Teaching and Assessing Guide (Languages)
Building on the knowledge of vocabulary and language structures from terms 1, 2 & 3, students learn how to engage in a simple conversation related to shopping. They explore the ways in which goods are bought in China, what shops look like and the appropriate forms of asking for price.

Languages: R–12
Examples of programming for each of the Essential Learnings across all bands. Middle Years/IDENTITY, Primary Years/COMUNICATION, Early Years/THINKING, Middle Years/FUTURES, Primary Years/INTERDEPENDENCE.

Spanish Teaching and Assessing Guide (Languages)
This is an example of a long term program for Year 6/7 Spanish. It provides a series of ideas for practice with an assessment scheme for the year.

Spanish Teaching and Assessing Guide (Languages)
In this unit students develop vocabulary associated with school life and linguistic structure which enable them to use it in an interaction. The students also explore what the life of primary school students in Japan is like and compare it to their own.

A Simple Programming Process Incorporating the Essential Learnings (ELFP)
This article details how (what processes) we came to write units of work in regard to the SACSA Framework, including the proformas we found useful.

SACSAF Long Term Programming Models (ELFP)
This is an example of a long term program for Year 10 Spanish.

SACSAF basics, programming hints, programming proformas, secondary focus, primary focus, learning and assessment activities.

Japanese Teaching and Assessing Guide (Languages)
Building on the knowledge of vocabulary and language structures from terms 1, 2 & 3, students learn how to engage in a simple conversation related to shopping. They explore the ways in which goods are bought in China, what shops look like and the appropriate forms of asking for price.

Japanese Sumo and Volcanoes (LEN)
Two units of work on Japanese sumo and volcanoes.

LOTE Proformas using SACSA Framework (LEN)
This article details how (what processes) we came to write units of work in regard to the SACSA Framework, including the proformas we found useful.

SACSAF Long Term Programming Models (ELFP)
This is a generic one page checklist that can be used across all Learning Areas to summarise aspects of program.

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SACSA Outcomes. It is divided into each subject area and is a checklist to ensure teachers are addressing all Standard Outcomes in their teaching.

A Simple Programming Process Incorporating the Essential Learnings (ELFP)
Examples of programming for each of the Essential Learnings across all bands. Middle Years/IDENTITY, Primary Years/COMUNICATION, Early Years/THINKING, Middle Years/FUTURES, Primary Years/INTERDEPENDENCE.

Middle Years 6–9
SACSAF Long Term Programming Models (ELFP)
This is a simple conversation related to shopping. They explore the ways in which goods are bought in China, what shops look like and the appropriate forms of asking for price.

Japanese Proformas (LEN)
Students understand how language reflects cultural values, such as the importance of one’s belonging to ‘ingroup’, ‘outgroup’, and how it is used appropriately according to those values. Students understand how individual identity is shaped by the group which one belongs to: own family (ingroup) other people’s families (outgroup).

Japanese Teaching and Assessing Guide (Languages)
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SACSA Framework Matrix (LEN)
This document is a set of capacity matrices for Standard Four SACSA Outcomes. It is divided into each subject area and is a checklist to ensure teachers are addressing all Standard Outcomes in their teaching.

Topic Checklist (LEN)
This product is a generic one page checklist that can be used across all Learning Areas to summarise aspects of program.

SACSAF Long Term Programming Models (ELFP)
This is a program of work that can provide students with a deeper understanding of another culture while reflecting on their own culture.

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Sho’do–Way of the Brush (UD)
A program of work that can provide students with a deeper understanding of another culture while reflecting on their own culture.

Topic Checklist (LEN)
This product is a generic one page checklist that can be used across all Learning Areas to summarise aspects of program.

SACSAF Long Term Programming Models (ELFP)
These units of work were designed to accommodate the needs of students continuing their studies of Spanish from primary to secondary school (IA pathway); this is a long term plan for a year’s work.

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To support schools and teachers with planning, programming and assessing using the SACSA Framework, this SACSA Companion Document provides a range of learning descriptors at year level intervals. These descriptors relate to the SACSA Framework’s Key Ideas and Outcomes in Alphabetical, Non-Alphabetical & Australian Indigenous Languages R-10. | **R-10 DRAFT Alphabetical, Non-Alphabetical & Australian Indigenous Languages Teaching Resource**
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| **Exploring culturally appropriate greetings and titles**
Reception - Spanish: Students play circle games, draw pictures of themselves with ‘Me llamo’ for a mural. They discuss different Spanish titles for people and compare to family titles in Australian Indigenous and other communities. Learn greeting songs in Spanish.
Awareness of greetings and introductions
Year 1 - Children participate in greeting songs, and introduce themselves using a partner. With a partner they role play introductions, greetings and questions that relate to names and ages.
Exploring celebrations in different cultural contexts
Year 2 - Discuss ways in which students celebrate birthdays/name days, national days and religious events. Share books that show a range of celebrations around the world and discuss common aspects. Read simple Spanish text and respond in English, eg to an invitation. | **The classroom in China**
Students learn about school in China, including classroom vocabulary and simple phrases. They research learning in China and classroom routines. | **Short term unit of work for using the Enterprise Cycle in the Spanish Language classroom (ELFP)**
In this unit students produce a tourist brochure about Adelaide in Spanish. The process takes the student from planning to the promotion of a product in response to a perceived need.
SACSAF Long Term Programming Models (ELFP)
SACSAF basics, programming hints, programming proformas, secondary focus, primary focus, learning and assessment activities.
Feasts and Festivals (LEN)
This unit is an introduction to Japanese/French festivals in order to encourage students to value the beliefs and traditions of other cultures. | **Exploring aspects of leisure**
Year 6 - This unit provides suggested activities for students to select a text in a different language and research an aspect of their culture. They are given the opportunity to listen to tapes of people speaking in Spanish and respond/engage in conversation.
Exploring aspects of healthy living
Year 7 - This unit focuses on applying knowledge of cultural concepts and ways of thinking, making comparisons and connections between cultures. Students are able to research the internet to examine differences in advertising between English and Spanish cultures.
Exploring cultural aspects of eating
Year 8 - This unit addresses the differences between types of dishes and the language used to describe them. They are able to research conventions of eating out in other cultures, role-play scenarios and make props in other languages for a Spanish restaurant setting.
Exploring cultural aspects of clothing
Year 9 - This unit contains activities examining clothing styles and expectations of dress in other cultures. Students are able to view information on school uniforms in different cultures and prepare a multimedia collage of images, role-play and make comparisons. |
### Early Years R–2

**2-D Shapes** (ATKIN)
Focuses on learners gaining an increasing understanding of the key spatial features to describe and represent 2-D and 3-D shapes.

**Cards ‘n’ things** (BOYD)
In this unit of work students are involved in designing and producing business cards and stationery within a real life context.

**Measurement** (ATKIN)
Focuses on learners gaining an increased understanding of constructing concepts of size and measurable attributes by comparing a variety of familiar objects and events drawn from the world around them.

### Primary Years 3–5

**Stocks and Shares** (4MAT)
Examples of programming for each of the Essential Learnings across all bands. Middle Years/IDENTITY, Primary Years/COMMUNICATION, Early Years/THINKING, Middle Years/FUTURES, Primary Years/INTERDEPENDENCE.

**Analysing data / Numeracy through Birthdays, Road safety and sleepover themes** (LEN)
To develop numeracy within cross-curricula topics in an Early Years setting.

**Christmas Maths** (LEN)
A range of Christmas maths ideas for the Early Years Band which offer practical, every day activities for teachers and learners.

**Critical Thinking / Mathematics** (LEN)
Sorting and patterning with preschool and school.

**Essential Learnings in Early Years** (LEN)
How to embed Essential Learnings into curriculum explores ways children can articulate their understanding of Essential Learnings. This unit of work looks at ways of explaining Essential Learnings and how to begin programming for Essential Learnings.

**Patterns and Connections, Early Years Band R–2** (ELFP)
Exploring how patterns in mathematics are related to patterns in nature, the arts and in built structures in our environment.

**Programming and Recording Documents** (LEN)
The Riverland West Small Schools Network has developed a series of programming and recording documents to assist educators in meeting the SACSA Framework Standard Outcomes.

**Shape—Early Years** (LEN)
This unit of work is designed to be used as a topic overview on shape.

**Transformations—Early Years** (LEN)
This unit of work is designed to be used as a topic overview on transformations.

### Middle Years 6–9

**Freeways Old and New** (ATKIN)
This unit focuses on the interconnectivity of the financial community and demonstrates evidence of developing competence in the Futures and Thinking Essential Learnings.

**Time** (ATKIN)
Focuses on learners gaining an increased understanding of concepts of measurable attributes and units of comparison.

### Senior Years 10–12

**Measuring the Unmeasurable** (4MAT)
Examples of programming for each of the Essential Learnings across all bands. Middle Years/IDENTITY, Primary Years/COMMUNICATION, Early Years/THINKING, Middle Years/FUTURES, Primary Years/INTERDEPENDENCE.

**A Simple Programming Process Incorporating the Essential Learnings** (ELFP)
This is an integrated unit designed for Year 9 and includes mathematics, science and English. Students identify something that they want to own/acquire in the next two/three years and then work through a process that identifies the monetary worth of the product and its design elements.

**Building a House** (LEN)
This unit is a subject overview in the area of algebra and shows how the topic fits into the SACSA Framework and how the Standard Outcomes can be achieved through its teaching.

**Alaskan Native Culture Unit** (LEN)
A unit of work on the topic of Alaskan Native Culture that integrates the society and environment, maths and English Learning Areas with information and communication technology.

**Algebra—Middle Years** (LEN)
This unit of work is a subject overview in the area of algebra and shows how the topic fits into the SACSA Framework and how the Standard Outcomes can be achieved through its teaching.

**Community Connections** (ELFP)
A comprehensive unit of work for students in the Middle Years in the area of mathematics. This unit requires students to use their knowledge of measurement to design and cost the major components of their dream home.

**CD: Quality Assessment & Moderation in Mathematics** (LEN)
Teachers worked in year level teams to select and moderate assessment tasks, exemplars and work samples that gave clear information about student learning in mathematics.

**Communication** (IC)
What is communication? What are the different types of communication? Students choose a type of communication to research and complete an individual project on.

**Data—Primary Years** (LEN)
This unit of work is a subject overview in the area of data and shows how the topic fits into the SACSA Framework and how the Standard Outcomes can be achieved through its teaching.

**Government** (ELFP)
Exploring the question—What does local government do for us?

**Liquid Gold—Our Precious Murray River** (ELFP)
Investigating human impact on the River Murray now, and in the future.

**A Simple Programming Process Incorporating the Essential Learnings** (ELFP)
This unit focuses on the interconnectivity of the financial community and demonstrates evidence of developing competence in the Futures and Thinking Essential Learnings.

**Time** (ATKIN)
Focuses on learners gaining an increased understanding of concepts of measurable attributes and units of comparison.

**13 Units of work aligned to the SACSA Framework** (LEN)
The development of these units allows agriculture educators the opportunity to program together and gain a better working knowledge of the SACSA Framework.

**Topic Checklist** (LEN)
This product is a generic one page checklist that can be used across all Learning Areas to summarise aspects of program.

**Drug Education Across Youth Education Centres** (LEN)
A mapping of drug related curriculum offerings across all teaching areas to support the development of a focused drug education program, relevant for youth in detention and those at risk.
Learning with SACSA in the Lower North (LEN)
This unit covers student-initiated learning activities, school entry assessment and SACSA development. Learning Outcomes, writing student negotiated curriculum, programming and assessment, junior primary English and student initiated research.

Identity (LEN)
This is a unit of work based on ‘Identity’. There are a range of activities to use in the classroom related to the eight Learning Areas.

Stories (LEN)
A unit of work based on the theme of stories and focusing on various genres. This unit includes activities and is designed for Reception to Year 2 children.

A Template for Numeracy Improvement (LEN)
Template of journey across 4 sites towards numeracy improvement for students. This includes work on awareness raising, needs analysis, resources, professional development and teacher reflections.

Ecological Sustainability (LEN)
Planning from meta-concept of Ecological Sustainability—energy focus.

Programming and Recording Documents (LEN)
The Riverland West Small Schools Network has developed a series of programming and recording documents to assist educators in meeting the SACSA Framework Standard Outcomes.

Learning with SACSA in the Lower North (LEN)
This unit covers student initiated learning activities, school entry assessment and SACSA development. Learning Outcomes, writing student negotiated curriculum, programming and assessment, junior primary English and student initiated research.

The Built Environment (LEN)
This unit looks at houses, housing, homes and general building. Some of the areas covered include social and environmental, technology and health.

A Template for Numeracy Improvement (LEN)
Template of journey across 4 sites towards numeracy improvement for students. This includes work on awareness raising, needs analysis, resources, professional development and teacher reflections.

Authentic Assessment Resources: Community Phone Book (LEN)
Hands-on project involving enterprise education in the community.

Authentic Assessment Resources: Continuum Rubrics (LEN)
1) Assessment Progression in Assignments (soc & env) 2) Assessment Progression in Chance & Data (maths) 3) Assessment Progression in Count & Order (maths) 4) Extinct animals 5) Assess Prag in Writing, Spelling, Speaking junior primary 6) Assessment Progression in Measurement (maths) 7) Assessment Progression in Measurement (money) 8) Assessment Progression in Technology junior primary 9) Assessment Progression in Shape & Space (maths) junior primary 10) Assessment Progression in Speaking.

Authentic Assessment Resources: Reporting (LEN)
1) Report card intro 2) English—Reading rubric junior primary 3) Middle primary—report 4) Reception report 5) Upper primary reports 6&7) Reporting on work skills 8) Year 1 report 9) Year 2 report.

R-7 Mathematics Teaching Resource
To support schools and teachers with planning, programming and assessing using the SACSA Framework, this SACSA Companion Document provides a range of learning descriptors at year level intervals. These descriptors relate to the SACSA Framework’s Key Ideas and Outcomes in Mathematics R-7.

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8-10 Draft Mathematics Teaching Resource
To support schools and teachers with planning, programming and assessing using the SACSA Framework, this SACSA Companion Document provides a range of learning descriptors at year level intervals. These descriptors relate to the SACSA Framework’s Key Ideas and Outcomes in Mathematics 8-10.
Data
Reception – Students collect, sort and classify data using concrete objects. They represent data using pictures and with guidance describe the data represented and what it means.
Year 1 – Students represent and interpret data using and applying numbers to demonstrate their understanding of a base line.
Year 2 – Students represent collected data in different ways, e.g. using bar graphs. They reflect and discuss how the different ways that data is presented conveys particular information.

Location and arrangement
Reception – Students explore maze books, find long and short pathways across a grid and arrange objects in an orderly way.
Year 1 – From memory, students draw where things are arranged in a room. They compare different pathways in areas and construct a maze.
Year 2 – Students collect a variety of maps and plans and discuss representations. They draw maps to give specific directions and research rules and developments of mazes.

2D and 3D shapes
Reception – Students go for a ‘shape walk’; take photographs of shapes and discuss their use and suitability. They use a variety of materials to construct 2D shapes.
Year 1 – Students draw and label shapes that are used in supermarkets or homes. They construct a model using a cube to begin, and geo boards to make various shapes with different numbers of sides.
Year 2 – Students explore and compare how shapes are used in different cultures (art). They grow crystals, investigate the range of nets and compare two 3-D shapes from a chosen environment.

Patterns and algebraic reasoning
Reception – Students investigate patterns in natural and built environments through science and visual art/music. They create their own patterns with a variety of objects.
Year 1 – Students use counters/markers to explore patterns on a blank 1-100 grid. They construct a variety of number patterns and record on a grid. They explore and compare number patterns that link with the base 10 system and the 10ness of 2-digit numbers.

Money
Reception – Students investigate and sort real money, discuss how we use it and compare collections of money from other cultures.
Year 1 – Students develop understandings about the value of money and are given opportunities to apply this in real life contexts—shops, catalogues, etc.
Year 2 – Students apply understandings about base 10 when calculating varying amounts of money.

Fractions
Reception – Students use shape jigsaws, fraction kits and geo boards to understand that pieces fit to become a whole.
Year 1 – Students construct jigsaws, explore different fraction kits and use geo boards for specific problem solving activities.
Year 2 – Students explore making a half with a variety of materials (e.g. string, streamers). They use fraction kits and geo boards to explore fractions of shapes.

Chance
Year 3 – The focus is on using a variety of materials, events and issues to explore and represent chance.
Year 4 – Students meet more mathematical terms to describe chance (fractions, ratios) and gives opportunities to evaluate other students’ data.
Year 5 – Addresses the use of ratios and percentages to describe the probability of an event occurring.

Reflections (flips)
Year 3 – This area encourages students to work in pairs to create images by drawing and making, using mirrors and geo boards.
Year 4 – Students expand their knowledge to predict and describe locations of mirror images by using positional language.
Year 5 – Students estimate size, location and distance using a mirror reflection of an object and use this information to explore art of different cultures.

Location and arrangement
Year 3 – In this unit students use grids to draw plans to design a familiar area (e.g. a room or outdoor area).
Year 4 – Students use keys, legends and positional language to identify positions of shapes or objects in their plans.
Year 5 – Students use a variety of floor plans to investigate scale. They draw plans using different views (e.g. bird’s eye, front, side).

Explore patterns when analysing data
Year 3 – This unit of work gives students the opportunity to design a fundraising event, estimate the possible income and present their outcomes.
Year 4 – Students continue to use problem solving skills by exploring change, e.g. profit and sales.
Year 5 – Students consider equitable use of profits and use spreadsheets to calculate outcomes.

Understanding fractions
Year 3 – In this unit of work the student makes and uses a fraction kit to show their understanding of addition of, and relationships of fractions.
Year 4 – At this year level students continue to use a fraction kit to explore addition and subtraction of fractions.
Year 5 – Students use a fraction kit to further explore how fractions are represented in various ways and quantities.

Explore budgets and the budgeting process
Year 3 – In this unit students examine a budget, gather data, make comparisons and use money to make decisions about budgeting for a specific purpose.
Year 4 – Students are encouraged to be selective to determine the best value in a budget.
Year 5 – Students work in groups to make decisions about managing money. They keep records of spending and are able to use spread sheets.

Time: comparing and contrasting duration of time
Year 3 – The focus of this unit is on exploring advertising in television programs, gathering data and being able to present it. It explores how time is measured and compares and uses language appropriate to the activity.
Year 4 – Uses fractions to show differences and comparisons regarding duration of time of television programs.
Year 5 – Continues to investigate, explore, compare and record information relating to television programs. Introduces uses of clocks and stop watches to demonstrate all facets of time.

Mathematics: R–12
Mathematics

Early Years R–2

Patterns and change
Reception – Students identify different everyday patterns. The rich learning of recognising patterns and connections and transferring this knowledge and understanding to other situations is developed.
Year 1 – Students explore time lines; identifying change to do with time and predicting what will happen if a pattern continues.
Year 2 – Learners examine growth of plants, changes per unit of time and temperature change.

Number
Reception – Using a variety of objects students group and number them. They use a die and flip tiles to investigate and record simple addition sentences.
Year 1 – Students record addition of two rolled dice and tossed flip tiles to explore number patterns (eg 3 + 6 = 9 6 + 3 = 9). They use the functions on a calculator to check calculations.
Year 2 – Students recognise, understand and use interval counting for efficiency in solving problems. They use dice, Johnston line and flip tiles to investigate and record patterns of addition and subtraction.

Measurement
Reception – Students sort, compare, match and categorise things that have the attributes of length, area, mass and volume. They discuss life cycles, seasons, calendars and mudines.
Year 1 – Students match and measure figures and objects using length, area or mass using arbitrary units, eg matches to measure string. They investigate patterns of time in every day situations.
Year 2 – Students measure objects and figures by making their own measuring device. They find objects that weigh the same, and they also collect and compare a variety of ways that time is measured.

Transformation and symmetry
Reception – Students discuss things that turn exploring symmetry and drawing mirror images.
Year 1 – Students construct something that spins and investigate symmetry by constructing designs. They research how symmetrical shapes are used in different cultures.
Year 2 – Students use regular 2-D shapes and irregular shapes to explore transformations (flips) across a piece of paper. They investigate lines of symmetry using 3-D shapes and look for examples in the environment.

Primary Years 3–5

Understanding measurement attributes of a 3D solid
Year 3 – The focus of this unit is on measuring a variety of 3-D shapes in as many ways as possible and reflecting on own knowledge to design and make a particular package.
Year 4 – Continues by using a variety of techniques and tools to measure length, capacity and volume of 3-D shapes.
Year 5 – The focus is on understanding the relationships of 3-D shapes and the ability to compare and calculate areas and volumes of shapes.

Data collection, exploration, and analysis
Year 3 – This unit of work encourages students to make decisions about collecting and presenting data.
Year 4 – Students generate questions to collect data from the wider community and present their conclusions to an audience.
Year 5 – At this year level students use spreadsheets and computer programs to represent data. They make predictions and take action based on data.

Shape and structure
Year 3 – In this unit the student observes buildings in artworks and photographs to design a building facade and present it to others. They use polygons for their construction and explore symmetry to consider balance and shape.
Year 4 – Students use tools, eg compass, protractor, set square and computer software to focus on further attributes of shape.
Year 5 – Students continue to explore shape, draw designs in 3-D and do a presentation using a computer program such as PowerPoint.

Middle Years 6–9

Year 3
- Students investigate the properties of triangles and quadrilaterals. They explore the relationships between different shapes and use coordinates to describe translations and reflections. They use symmetry to create patterns and designs.
- Students investigate the properties of 3D shapes, including cubes, cuboids, cylinders, and cones. They explore the relationships between different shapes and use coordinates to describe translations and reflections.

Year 4
- Students investigate the properties of triangles and quadrilaterals. They explore the relationships between different shapes and use coordinates to describe translations and reflections. They use symmetry to create patterns and designs.
- Students investigate the properties of 3D shapes, including cubes, cuboids, cylinders, and cones. They explore the relationships between different shapes and use coordinates to describe translations and reflections.

Year 5
- Students investigate the properties of triangles and quadrilaterals. They explore the relationships between different shapes and use coordinates to describe translations and reflections. They use symmetry to create patterns and designs.
- Students investigate the properties of 3D shapes, including cubes, cuboids, cylinders, and cones. They explore the relationships between different shapes and use coordinates to describe translations and reflections.

Senior Years 10–12

Year 6
- Students investigate the properties of triangles and quadrilaterals. They explore the relationships between different shapes and use coordinates to describe translations and reflections. They use symmetry to create patterns and designs.
- Students investigate the properties of 3D shapes, including cubes, cuboids, cylinders, and cones. They explore the relationships between different shapes and use coordinates to describe translations and reflections.

Year 7
- Students investigate the properties of triangles and quadrilaterals. They explore the relationships between different shapes and use coordinates to describe translations and reflections. They use symmetry to create patterns and designs.
- Students investigate the properties of 3D shapes, including cubes, cuboids, cylinders, and cones. They explore the relationships between different shapes and use coordinates to describe translations and reflections.

Year 8
- Students investigate the properties of triangles and quadrilaterals. They explore the relationships between different shapes and use coordinates to describe translations and reflections. They use symmetry to create patterns and designs.
- Students investigate the properties of 3D shapes, including cubes, cuboids, cylinders, and cones. They explore the relationships between different shapes and use coordinates to describe translations and reflections.

Year 9
- Students investigate the properties of triangles and quadrilaterals. They explore the relationships between different shapes and use coordinates to describe translations and reflections. They use symmetry to create patterns and designs.
- Students investigate the properties of 3D shapes, including cubes, cuboids, cylinders, and cones. They explore the relationships between different shapes and use coordinates to describe translations and reflections.

Year 10
- Students investigate the properties of triangles and quadrilaterals. They explore the relationships between different shapes and use coordinates to describe translations and reflections. They use symmetry to create patterns and designs.
- Students investigate the properties of 3D shapes, including cubes, cuboids, cylinders, and cones. They explore the relationships between different shapes and use coordinates to describe translations and reflections.

Year 11
- Students investigate the properties of triangles and quadrilaterals. They explore the relationships between different shapes and use coordinates to describe translations and reflections. They use symmetry to create patterns and designs.
- Students investigate the properties of 3D shapes, including cubes, cuboids, cylinders, and cones. They explore the relationships between different shapes and use coordinates to describe translations and reflections.

Year 12
- Students investigate the properties of triangles and quadrilaterals. They explore the relationships between different shapes and use coordinates to describe translations and reflections. They use symmetry to create patterns and designs.
- Students investigate the properties of 3D shapes, including cubes, cuboids, cylinders, and cones. They explore the relationships between different shapes and use coordinates to describe translations and reflections.
Flight (4MAT)  
Explores the way the objects and living things fly and the conditions that may affect their flight.

Shelter (4MAT)  
Investigates the interdependence of people and animals with the environment and why therefore, it is crucial that the environment is protected.

Weather (4MAT)  
This unit of work examines some characteristics of weather, how these are measured and can be predicted and the impact that weather may have on our daily lives.

Change (ATKIN)  
Students examine changes in living and non-living things and explore how we can manage change either in ourselves or in aspects of the environment.

Enterprise in the Middle Years (BOYD)  
This unit can be used to develop an interchange between city and country schools for teachers, students and community members. The unit uses a thematic approach based upon the enterprise learning cycle to connect a number of learning areas. Through this approach the program focuses on enterprise, vocational learning and career awareness education.

Money marque (ATKIN)  
This is an integrated unit designed for Year 9 and includes mathematics, science and English. Students identify something that they want to own/acquire in the next two/three years and then work through a process that identifies the monetary worth of the product and its design elements.

Plaster and Materials Testing (ATKIN)  
This unit uses the skills of fair testing and investigates the properties of plaster of Paris and the uses that this material is put to in our environment.

Australian Animals—Unit of work (LEN)  
A unit of work addressing the science curriculum area, life systems strand, in which children investigate the features and behaviours of a range of Australian animals.

Birds (LEN)  
A comprehensive unit of work which integrates the science and society and environment curriculum areas, in which children investigate the features and behaviours of a range of birds.

Patterns and Connections, Early Years Band R-2 (ELFP)  
Exploring how patterns in mathematics are related to patterns in nature, the arts and in built structures in our environment.

Programming and Recording Documents (LEN)  
The Riverland West Small Schools Network has developed a series of programming and recording documents to assist educators in meeting the SACSA Framework Standard Outcomes.

Vocational Learning Units of Work (LEN)  
Supports the development of a constructivist approach to learning using enterprise methodology. R-10. Rain Forest, Summer Shoes, Tissue Box Production, Easel Project, Post Camp Expo, Litter Bin Design, Animation, Match a Career, Career Choices, Careers for the Future, From Our Point of View, Middle Years Science Example

Winter (LEN)  
A unit of work on the topic of winter that integrates all curriculum areas except (LUTE). It is a ten week program containing lesson outlines related to the Key Competencies.

A Simple Programming Process Incorporating the Essential Learnings (ELFP)  
Examples of programming for each of the Essential Learnings across all bands. Middle Years/IDENTITY, Primary Years/COMMUNICATION, Early Years/THINKING, Middle Years/FUTURES, Primary Years/INTERDEPENDENCE.

Energy in the Home (LEN)  
This document contains detailed information about how this unit fits into the SACSA Framework, as well as a comprehensive list of learning experiences that can be offered by educators to students

Eugene's Underwater World (LEN)  
An online marine studies unit for middle/upper primary students. It includes a quiz activity involving research on the internet, as well as a webquest to be completed collaboratively. A rubric for assessment is included.

Government (ELFP)  
Exploring the question—What does local government do for us?

Liquid Gold—Our Precious Murray River (ELFP)  
Investigating human impact on the River Murray now, and in the future.

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Science: R–12  
Early Years R–2  
Primary Years 3–5  
Middle Years 6–9  
Senior Years 10–12

13 Units of work aligned to the SACSA Framework (LEN)  
The development of these units allowed agriculture educators the opportunity to program together and gain a better working knowledge of the SACSA Framework.

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Communication (IC)  
What is communication? What are the different types of communication? Students choose a type of communication to research and complete an individual project on.

Community Connections (ELFP)  
This project, which operated over a full school year, aims to develop in students an understanding of the connections between what they learn and how they live.

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### Early Years R–2

- **Learning with SACSA in the Lower North (LEN)**
  - This unit covers student initiated learning activities, school entry assessment and SACSA development, Learning Outcomes, writing student negotiated curriculum, programming and assessment, junior primary English and student initiated research.

### Primary Years 3–5

- **Science—Planning units of work (LEN)**
  - A framework for a professional development program that focuses on the teaching of science. This unit includes pro formas for planning science units.

- **Identity (LEN)**
  - This is a unit of work based on Identity. There are a range of activities to use in the classroom related to the eight Learning Areas.

- **Ecological Sustainability (LEN)**
  - Planning from meta-concept of Ecological Sustainability—energy focus.

### Middle Years 6–9

- **Recycling (ELFP)**
  - Understanding and taking actions for recycling.

- **SACSA Framework Matrix (LEN)**
  - This document is a set of capacity matrices for Standard Four SACSA Outcomes. It is divided into each subject area and can be used as a checklist to ensure all Standard Outcomes are being addressed.

- **Science—Planning units of work (LEN)**
  - A framework for a professional development program that focuses on the teaching of science. This unit includes pro formas for planning science units.

- **Drug Education Across Youth Education Centres (LEN)**
  - A mapping of drug related curriculum offerings across all teaching areas to support the development of a focused drug education program, relevant for youth in detention and those at risk.

- **Ecological Sustainability (LEN)**
  - Planning from meta-concept of Ecological Sustainability—energy focus.

### Senior Years 10–12

- **Energy on the move**
  - This program has specifically integrated the use of technology to achieve educational outcomes. This included the use of Excel, Word, internet, Inspiration 6, CD-ROMs and Crocodile Clips programs. Data logging, using TI-83 graphics calculators and K NEX construction kits, was also used.

- **Body systems**
  - This program of study is about the body and includes summative tasks, an information report, a group presentation and a PowerPoint presentation.

### Science

- **Built environs**
  - **Reception** – At this level students identify a variety of homes that people live in. They discuss the use of different rooms for different purposes and construct models of homes to discuss features and purposes.

  - **Year 1** – In their local area students list features of the built environment. They identify local buildings and their purposes to develop an understanding that different living arrangements are influenced by different values, economics and cultures.

- **Environmental resources**
  - **Year 3** - The focus of this unit is on identifying the origins of common objects and researching beginnings of unknown objects.

  - **Year 4** - Students work in pairs to research a source of energy from earth, its environmental impact, and report on it.

  - **Year 5** - Students investigate the impact that mining has on earth. They participate in experiments and discussions and debate the influence of mining on society.

- **Soil**
  - **Year 6** - This unit examines and discusses soil types and how these are used for a range of purposes; considers and reflects the way soils could be improved for long-term future.

  - **Year 7** - In this unit students develop a way of classifying soils according to a range of criteria and design and carry out investigations to find out the various uses of different soils.

  - **Year 8** - This unit focuses on analysing the levels of salinity on plant growth and highlighting the implications for the future.
Built environs (cont.)

Year 2 – Students research houses in Australia and around the world to investigate how climate, lifestyles and resources impact on their design and structure. They present their projects using a range of constructions and technologies to reflect a basic understanding of the issues.

Environmental issues

Reception – In this unit of work students develop an understanding of leaf litter, household litter and investigate what we can do to reduce the amount of wastes in our homes.

Year 1 – Students collect and compare leaves, contribute to cleaning yard and investigate where water goes after it enters the drain.

Year 2 – Students collect data from a leaf sweep to consider the litter problem that impacts on drainage and river systems. They apply creative thinking skills to generate ideas and solutions to the problems.

Weather

Reception – Students keep a daily weather chart. Each child contributes to the recording and discusses reasons why particular clothing is best suited to different weather conditions.

Year 1 – Students use a weather key to chart the weather. They relate activities to the weather to understand how their personal world links with the environment. They identify how environmental factors shape communities and lifestyles.

Year 2 – Students actively contribute to a daily weather chart, observing climatic patterns. They develop understandings of different climates globally and how that affects human activities.

Day/night

Reception – Students talk about their days and make books that show the sequences they go through from morning to night.

Year 1 – Observation of the physical changes between night and day is a focus of this unit. Students listen to stories about the sun and moon from other cultures.

Year 2 – Students keep records to represent data in graph form of how many hours are spent doing different activities over a set time. They investigate different ways of measuring time.

Seasons

Reception – Students go for a local walk each season to observe and record in pictures or charts the different features at the time of year. On the way they collect fallen seeds and leaves for a class collection and art activities.

Year 1 – In this unit of work students develop an understanding of the features of seasons in other countries or tropical Australia.

Year 2 – Students find items that indicate changes in season/weather (eg flowers in springs) to help them to determine characteristics of the current season. They also create and publish postcards to show their depth of understanding about seasons.

Shadows

Reception – Students become aware of shadows through games, overhead images and marked shapes in the school yard.

Year 1 – Students investigate changes in shadow shapes by using an overhead projector and moving closer or further away from the light source. They trace their own shadow and compare it to a model of their own body shape.

Year 2 – Students investigate the apparent movement of the sun across the sky by using a ‘shadow stick’. They discuss and record hypotheses about the sun’s movement.

Climate

Year 3 – The focus of this unit is on collection and presentation of data relating to local weather conditions.

Year 4 – Students maintain a weather diary over seasons and compare their data with that in the daily newspaper.

Year 5 – Students compare two world climatic environments, look at the differences and the impact on lifestyle, housing, etc.

Change of time

Year 3 – The focus of this unit is on a study of the local community to compare changes in the environment.

Year 4 – Students use a clock to compare change and use over time, including Aboriginal perspectives.

Year 5 – Students research a particular area to identify changes and loss of natural habitat. They develop a simple action plan to sustain the natural habitat for the future.

Cultural perspectives on astronomy

Year 3 – Students listen to an Aboriginal Dreaming story to gain an understanding of the importance of the sun and its role in Aboriginal culture and the universe.

Year 4 – Listening to Aboriginal stories related to the night sky is the main focus.

Year 5 – In this level students work in pairs to research and study other cultural beliefs about astronomy.

Observing the sun/moon

Year 3 – The main focus of this unit is on the collection of data relating to the position of the sun in the sky, and the shape of the moon, at various times of the day.

Year 4 – Students use models to show how the position of the sun in the sky changes each season.

Year 5 – Students collect data relating to the moon’s shape and position day and night for a specific time.

Space exploration

Year 3 - In this unit students use a timeline to record information about the development of technologies and exploration of the solar system.

Year 4 - The focus is on students identifying and researching different means of exploring the solar system.

Year 5 - Students work in pairs to research a past astronomer and their beliefs, and compare their information with the research on current beliefs about the solar system.

Energy from food

Year 3 – Over a week students collect a range of food packaging and sort them according to particular criteria (eg fat content). They identify foods that feature regularly and discuss the implications of a healthy/unhealthy diet.

Year 4 – Over a week students maintain records of foods eaten or lunch. They analyse the personal intake of fats consumed by using a kilojoule counter.

Year 5 – Over a week students maintain records of all foods and drinks consumed. They investigate the total energy intake and compare with other students.

Physical activity and energy

Year 3 – In this unit of work students collect or draw a range of pictures showing different human activities. They classify them according to levels of energy used.

Year 4 – Students work in small groups to investigate a variety of physical activities to identify ways in which people use energy and how this relates to lifestyles.

Impact on environment

Year 6 - By researching the amount of household rubbish over a period of time, students classify materials and present a report that describes implications for the future.

Year 7 – Students compare and investigate how the practices of different cultures impact and interact with the environment.

Year 8 – This unit of work gives students the opportunity to explore how technology is being used to monitor the management of natural environments, the range of occupations that have evolved and predict what careers might be created in the future.

Year 9 - What is a sustainable community? Students design a community with emphasis on water, soil and management systems and present a model to the class.

Water/air

Year 6 – Students explore the causes of wind and its effects, and design and construct a way of measuring wind.

Year 7 – In this context, students observe ocean movements and relate them to coastal processes. They investigate the effects of erosion by creating a simulation in a sand tray.

Year 8 – This unit gives students the chance to examine the way water and air contributes to the weathering process. The local environment is explored for evidence.

Year 9 – Students look into the issues of water quality in the community and compare the different sources of water (tap, filtered, spring, etc) and report on the qualities of each type.

Structures

Year 6 – In this unit students observe the moon using binoculars and telescopes to note the effects on tides and wind. They record observations and analyse data and construct simple models.

Year 7 – Activities in this unit include researching other planets in the solar system and designing and making a travel brochure or survival guide for a space traveller.

Year 8 – Students observe the night sky and make a simple labelled map, distinguishing between the planets and stars.

Year 9 – This unit involves writing and illustrating a narrative or making a model for a younger audience showing the relationship between the sun, moon and earth.

Cultural aspects

Year 6 – Activities in this unit include researching the type and structure of comets and how they have been recorded through history, including how different cultures have explained them.

Year 7 – Students look into and compare different Aboriginal Dreaming stories about astronomy.

Year 8 – In this unit students collect and analyse how different ancient civilizations viewed heavenly bodies and use data to look at modern cultural interpretations of these objects.

Year 9 – Students examine the equipment and techniques used by different people and cultures to navigate the night sky, compare and list the similarities of these and trace the development of navigation tools.

Exploration

Year 6 - The focus of this unit is on designing, constructing and testing water rockets using fair testing, changing variables and observing what happens during the experiment. Students will produce data highlighting the performance of the rockets.

Year 7 – Students research the impact of wind and air on the movement of materials and their management systems, and present a model of the class.

Year 8 – Students research the impact of wind and air on the movement of materials and their management systems, and present a model of the class.

Year 9 – Students research the impact of wind and air on the movement of materials and their management systems, and present a model of the class.

Year 10 – Students research the impact of wind and air on the movement of materials and their management systems, and present a model of the class.

Year 11 – Students research the impact of wind and air on the movement of materials and their management systems, and present a model of the class.

Year 12 – Students research the impact of wind and air on the movement of materials and their management systems, and present a model of the class.
Investigating mirrors

Reception – Children apply creative thinking skills through experimentation using mirrors to reflect pictures, to make new shapes, to make pictures wider and shorter and to access meaning through questioning and the recognition of patterns.

Year 1 – Students investigate and solve puzzles by using two or three mirrors taped together. They demonstrate their findings by giving explanations of how they think reflections are made.

Year 2 – Art at this level students explore symmetry, solve puzzles, try mirror writing and complete mazes. They investigate kaleidoscopes to understand how the use of mirrors and reflection work.

Conducting investigations

Reception – Students use construction sets to make models with wheels and test their movement down slopes. They observe the effect of different angles, the speed and the circuits. They make models using a switch and lights and explain to others how their model works.

Year 2 – Students are involved in a variety of activities to aid their understanding of torches, lights and circuits. They make a working model using a switch and lights and explain to others how their model works.

Investigating transfer of electrical energy using a torch

Reception – In this unit of work students make a simple electrical circuit to light a globe. They make a working torch using battery, wire, globe and junk material.

Year 1 – Students draw the inside of a torch to show understanding and all the possible ways that wires and batteries could be used to light the globe. They make models to test their ideas.

Year 2 – Students are involved in a variety of activities to aid their understanding of torches, lights and circuits. They make a working model using a switch and lights and explain to others how their model works.

Physical activity and energy (cont.)

Year 5 – Students investigate the value of units of energy found in food in relation to physical activity. They locate relevant information from food labels.

Year 3 – In this topic students identify uses of energy in their home/schools by listing and comparing devices that use energy. They discuss ways to save electricity in their own environment.

Year 4 – Students research an energy source and develop an understanding of sustainable and non-sustainable resources. They present their research to others.

Year 5 – Students investigate renewable resources and compare the advantages of using these alternatives over non-renewable resources. They write notes and organise ideas in preparation for a reverse debate.

Year 3 – In this area of study students look at a variety of common energy using devices, eg bikes, washing machines. They make a poster detailing the source of energy of each device for a class discussion.

Year 4 – Students observe some one riding a bike, analyse the chain of energy transfer and present their findings to a small group using a flow chart.

Year 2 – Students design and make a device that demonstrates energy transfer using a rubber band as the energy source. They provide a written explanation of how their device works.

Sound energy

Year 3 – This topic gives the opportunity to investigate different ways of making sound by using a variety of musical instruments.

Year 4 – At this year level students identify ways they can change the sound of musical instruments. They write about their findings and use diagrams to support their explanation.

Year 5 – Students hypothesise reasons about how sound changes on musical instruments. With a partner they make an instrument, experiment with sound changes and give a clear verbal account of their findings.

Light energy

Year 3 – In this topic light and dark places within the school are identified. Students analyse possible reasons why some places are darker than others. They record and discuss their information.

Year 4 – Students investigate light distribution by using a shoe box, mirrors and a torch to spread the light evenly throughout the box. They explain to others how this happens.

Year 5 – Students investigate the theory that light travels in straight lines. They make a periscope and discuss how it works in relation to this theory.

Classification of plants and animals

Year 3 – This area of study enables students to group plants under student initiated headings. The teacher introduces the notion of scientific classification and students discuss links between the plant and animal world.

Year 4 – Students classify animals using the general headings of vertebrate/invertebrate, fish, mammals, birds, etc. Students justify their criteria and explain their choices.

Year 5 – Research of a particular plant or animal grouping to determine the common characteristics of that group is the main focus at this level. Students present their findings in poster form.

Ethics

Year 6 – This unit addresses the advantages and disadvantages of multi-stage rockets and space shuttles. Students are given the opportunity to speculate on how space travel may occur in the future and what the benefits may be to our society.

Year 7 – This unit provides suggested activities for students to debate the topic ‘the space race’. They are able to research the origins and history of the space race, with particular emphasis on gender roles and Australia’s contributions.

Year 8 – Explores the invention and discoveries that have been made possible because of the pursuit of space exploration. Students are encouraged to present their findings in an electronic form, emphasising positive and negative impacts on everyday life.

Year 9 – In this unit students explore the Internet and other sources examining the cost of space exploration. They are given the opportunity to present this cost in the form of a pictogram and compare this with the cost of community facilities.

Energy sources

Year 6 – This unit focuses on students conducting a range of experiments in the burning of common non-toxic materials to observe the notion of irreversibility and completeness in this process. They are able to design and construct a range of efficient wind turbines.

Year 7 – This unit investigates the sun as an important source of energy and discusses how we rely on the sun in our daily lives. Students are able to researching the range of batteries used and the various types.

Year 8 – Students investigate the range of energy sources in the home and school and consider what the energy receivers of these might include. Students are encouraged to research the inventors throughout history that have had some impact on these.

Year 9 – This unit provides suggested activities for students to research alternative energy sources and construct a simple website detailing the importance and benefits of these sources. They are able to investigate how law enforcement agencies use ‘voice prints’ in their detection work.

Energy use

Year 6 – In this unit students research the range of appliances and home/school equipment which are energy consumers and present the percentage usage of these items in graphic form. They are encouraged to record the power usage of the home and determine ways energy use can be conserved.

Year 7 – In this unit students investigate and describe ways in which energy can be stored and then retrieved. They are able to use a range of ICT to present information comparing human energy uses from past to present.
| Simple devices | Reception - Students show their understanding of how parts interact or move by constructing their own 2-D or 3-D model using hinges or split pins. They share their learning through oral presentation and classroom displays.  
Year 1 - Students identify a range of devices in the classroom and speculate how they may work (e.g. pencil sharpener, overhead projector). They are given opportunities to 'tinker' and investigate parts of old machines by using a screwdriver.  
Year 2 - Using scientific principles of movement students make machines with moving parts. They give a presentation that explains their model's purpose. |
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| Features and behaviours of a plant | Reception - This unit of work focuses on the students planting, caring and observing a range of plant seeds. They compare progress and consider position and water to improve growth.  
Year 1 - Students use texts to find information about growing and caring of seeds. After planting bean seeds they record observations pictorially.  
Year 2 - Students plant, care for and compare seeds growing. They carry out investigations, arrive at conclusions, record results and discuss findings. |
| Connections between living things and the environment | Reception - Students draw living things found in trees locally. On a large class painting of a tree they paste their pictures showing the parts of the tree the animals use.  
Year 1 - At this level students predict and conduct investigations about animals in local trees. They record results using tallys, charts, pictures and notes, and share their information.  
Year 2 - Students discuss ways that trees and shrubs help us and we help them (eg shade, shelter for birds). They construct homes for animals using various materials (eg nests or spider webs). |
| Features and behaviours of an animal | Reception - Observation of features and behaviours of worms in the classroom is the focus of this unit. Students explain, and share with others, their understanding of the connections between living things, and between themselves and natural environments.  
Year 1 - Close observation of worms is required for students to draw and label their findings and to care for the worms living requirements. Students use texts to find information, and they discuss worms' role in the environment.  
Year 2 - Students identify physical features of a worm using appropriate language. They investigate movement and reaction (eg touch) and discuss food chains in relation to worms. |
| Animal life cycle | Reception - Students observe and care for living things with short life cycles (eg tadpoles, silkworms) to record key moments of change.  
Year 1 - In the classroom, students observe and care for living things with short life cycles. They draw and label key times of change using correct terms (eg pupa, cocoon, moth).  
Year 2 - Students observe and compare differences in growth or appearance of animals of the same or different species. They record life cycle development (e.g use a diary, graph, photographs, etc.). |
| Structure of plants | Year 3 - In this topic students choose two different plant species within the schoolyard, identify similarities/differences and record observations about them.  
Year 4 - Students make observations and identify similarities and differences between seed pods. They hypothesise about the differences and discuss ways that different plants spread their seeds.  
Year 5 - At this level students develop a scientific investigation to help them explain the similarities/differences between plants after posing investigative questions such as 'Why are leaves different shapes?'. |
| Extending the senses | Year 3 - In this unit students closely examine external features of a range of plants. They select one plant and use a microscope to detail two features about it. They draw the features and share their findings.  
Year 4 - In this unit students choose a plant and carefully dissect it. They examine one feature with a light scope and name and label it.  
Year 5 - At this level, students make detailed observations of the features of animals. They hypothesise why similar features are so different (eg eyes) on animals. |
| Life cycles | Year 3 - This unit enables students to investigate changes in the growth and development of a person by collecting pictures of themselves and family members at various stages of life.  
Year 4 - Students investigate the stages of the life cycle of an insect. In the classroom they observe and care for silkworms.  
Year 5 - Students investigate the stages of the life cycle of a plant. They grow broad beans and maintain a photographic record and diary of their growth and development. |
| Cultural diversity | Year 3 - This focus in this unit work is for students to analyse how Dreaming stories teach about species in different environments. They research the local environment to determine indigenous animals and their influence on the local Aboriginal community. They also find out if the species are endangered today and why.  
Year 4 - This unit addresses the diversity of plants and their uses among Aboriginal communities. Students research the plant material used in their everyday life in the past and make comparisons with other cultures.  
Year 5 - Students compare the use of plants and animals by Aboriginal people with that of other Indigenous peoples. They make comparisons between these cultures and the traditional Aboriginal, European, Asian, American and African ways of life. |
| Protecting the species | Year 3 - The focus in this unit is for students to choose an animal such as a kangaroo and determine factors necessary for its survival in the Australian habitat. They address the implications of human impact on the environment.  
Year 4 - Students participate in discussion groups and list factors they believe may contribute to the threat of animal and plant species becoming endangered or extinct.  
Year 5 - Students focus on the implications of what could be done to secure the future protection of Australian native animals that are at risk of becoming endangered. |
| Energy use | Year 8 - This unit provides suggested activities for students to design, make and utilise a ‘solar cooker’ to prepare a meal and determine the savings to the environment. They are able to debate the role of government and local communities in developing positive policies and laws on responsible energy use.  
Year 9 - This unit addresses the negative impact on the environment of producing energy via burning coal compared to using uranium in nuclear power stations. Students are given the opportunity to design an energy efficient house. |
| Human energy | Year 6 - In this unit students conduct surveys on patterns of human locomotion and present graphical data on their findings. They are able to design and prepare a range of balanced daily diets that ensure desired energy requirements are met.  
Year 7 - This unit examines the physical effects of exercise on the human body. Students investigate a range of health foods and energy drinks and determine common characteristics of these foods.  
Year 8 - This unit explores the amount of energy available from a range of foods and the effects of the mineral and vitamin intake on the human body. Students are encouraged to make connections with the intake of carbohydrates and respiration in human body cells.  
Year 9 - Students investigate the kinds of foods eaten by people in extreme situations, with particular reference to energy and mineral and vitamin content and packaging. They are given the opportunity to investigate the measurement of units and energy used to determine human performance. |
| Light and heat | Year 6 - This unit provides suggested activities for students in comparing light and sound energy in terms of the forms of energy. Students produce a poster that demonstrates how a common device stores and releases energy, and the range of products available to keep food hot or cold.  
Year 7 - In this unit students design and conduct a range of experiments which will allow the classification of materials and their capacity to conduct heat and transmit light.  
Year 8 - This unit examines the rates of heat absorption and radiation by a range of materials. Students are able to present data using a range of ICTs.  
Year 9 - This unit focuses on students building devices and explaining how energy is transformed within the device. Through experimentation, students investigate heat as a by-product of a range of chemical reactions. |
| Sound | Year 6 - This unit addresses the range of sounds found in the natural and built world. Students are able to create a range of sounds, record them and comment on the sound 'quality'.  
Year 7 - In this unit students are given the opportunity to research the structure of the human ear and its role in determining a range of sounds. Via experimentation with a range of containers and strings, students are able to produce a string telephone over a specified distance.  
Year 8 - Students examine the production of sound of various pitches and volume and relate this to the frequency of vibrations. They compare a range of traditional instruments from a variety of cultural backgrounds and write a report on noise pollution in the local community.  
Year 9 - Through an investigative process, students examine a range of materials for sound insulation properties. They present a scientific report to explain the phenomenon of 'echoes' and research the range of commercial systems. |
Science

Early Years R–2

Investigating structure
Year 3 – In this unit the students use the sense of touch to examine a variety of powder and make observations about particle size. They support their observations by using magnifying glasses or light scopes.

Year 4 – By using light scopes/microscopes students examine a mixture of two common materials such as flour and salt to compare their visible structures. Using a mixture of two materials (sugar/glue fillings) they test different methods of separation, eg. settling.

Year 5 – Students research methods of growing crystals, observe their growth, and once grown compare their visible structures.

Properties of materials
Year 3 – In this unit students work in groups to design and carry out investigations to compare water absorbency of different types of materials. They use a ‘consumer’ report for a magazine recommending different papers for different household tasks.

Year 4 – Students look at a variety of insulation materials, ie. styrofoam, and discuss the types of material used in the construction of them. They design and construct their own cooler to maintain an ice cube for as long as possible.

Year 5 – Students work in groups to design and carry out investigations to compare or measure a property of particular materials, eg. test the flammability of material such as cotton compared to polyester. They record the results and discuss the uses of different materials for different jobs.

Briges as structures
Year 3 – This unit focuses on comparing a variety of bridge shapes. Students are encouraged to be creative regarding the design and building materials a bridge project.

Year 4 – At this level students investigate different materials used in bridge building. They work in groups to construct a bridge and compare the strength of different bridges.

Year 5 – Students use a variety of materials to design and construct a bridge to span a set distance. They evaluate success and give a report focusing on the shape of their design and the strength of the materials used.

Heat and change
Year 3 – In this unit students observe the changes that occur when heat is applied to an egg. They record and discuss their observations.

Year 4 – Students list different liquids and make predictions about what will happen when they are put in a freezer. They make observations as they defrost and discuss them with others.

Year 5 – Students observe changes over time when heat is applied to every day substances such as egg, ice cubes and chocolate. They make predictions and organise experiments to test their thinking. Reversible and irreversible changes are analysed and presented.

Decomposition
Year 3 – Students collect a variety of foods in different states and place them in different positions in the classroom. They make predictions about what will happen and record the changes that occur over time.

Year 4 – Students collect a variety of materials and bury them. They make predictions about what will happen, record changes and discuss the implications of their findings for the benefit of the environment.

Middle Years 6–9

Movement
Year 6 – In this unit students investigate the force of gravity by experimenting with dropping objects from heights. They design and build a device powered by rubber bands and explain the energy transfers that occur to bring about movement.

Year 7 – Students examine the nature and use of a variety of levers in domestic settings. They investigate the interaction between muscles and bone that enable the human body to move in various ways.

Year 8 – Students study a range of instruments students collect data describing time and position of objects and use this to describe motion. They explore other areas of motion through observation and experimentation.

Year 9 – Using a range of levers/wedges, students build a device that is able to move a load from one place to another. They investigate a range of traditional Aboriginal tools in relation to movement.

Human organs
Year 6 – In this unit of learning students investigate the postioning of organs within the human body and how they may be linked to each other. They make comparisons with other animals and investigate reasons for different positioning.

Year 7 – At this level students research the characteristics of a major body organ and investigate its relationship with other organs in the human body.

Year 8 – Students investigate the structure and function of animal cells by using a microscope. They debate the impact on society of cell development technology (eg human cloning).

Year 9 – Students conduct a detailed study of a major human body system identifying key features and functions. They research the work of a notable scientist in the field of cell structure and function.

Food webs
Year 6 – In this unit of work students choose and investigate an Australian native animal and draw a food chain showing how animals and plants rely on each other.

Year 7 – Students research, describe and list how plants and animals are interrelated in a food web and in particular environments. They identify features of plants and animals and explain their features of protection.

Year 8 – The focus of this unit is the impact of feral animals on the food web, how their food chain is a threat to the environment and how it can be eradicated. Students compare and contrast how plants and animals co-exist in a particular habitat.

Year 9 – Students include photosynthesis, respiration, producers and consumers in the study of a food web. They explore the idea of introducing a new species into the food web by a computer-generated simulation. They plan and conduct an investigation to show rates of decomposition.

Human impact
Year 6 – In this unit students identify the environmental conditions and list the range of animals and plants that existed at the time of European settlement. They compare them to present day and speculate about what may happen to them in the future.

Year 7 – Students address the reasons why an Australian native plant or animal has become extinct, and consider what needs to be done to prevent this from happening in the future. This unit also looks at careers and organisations that help to maintain balance in the environment.

Year 8 – Students research and compare the Aboriginal Land management practices to traditional Western forms. They explore the ways humans have affected the stability of ecosystems, including outlining the history of the introduction of the rabbit to the Australian environment.
Early Years R–2

Melting—ice (cont.)
Year 2 - Students investigate factors affecting ice melting in certain locations (e.g. fridge, desk, in shade) and discuss variables that influence melting rates (size of cube). They record findings on a class graph.

Evaporating—drying
Reception - Students observe something that has dried out and discuss where the water went. They discuss changes from wet to dry and illustrate the process.
Year 1 - Students investigate factors affecting drying/evaporating. They relate it to their own experiences (e.g. drying hair).
Year 2 - Students investigate drying in different locations (e.g. inside, outside), test drying rates of different materials and record information to share with others.

Primary Years 3–5

Decomposition (cont.)
Year 5 - Students create a mini-composting environment by researching the benefits of using different waste materials. They use a journal to compare the success and to analyse the results of the different environments.

Acting for the future
Year 3 - In this unit the emphasis is on the problem of litter in the school yard. Students classify the litter and share their concerns with the SRC to find solutions to the problem.
Year 4 - Students make a study of storm water run off in their neighbourhood. They record observations of different pollutants and present their findings to the local council.
Year 5 - In this unit students research oil spills and the effect they have on the environment. They write letters to the local press to raise public awareness and to demonstrate their understanding of the problem.

Middle Years 6–9

Human impact (cont.)
Year 9 - The focus of this unit is on how communities undergo change and how that affects the land and the ecosystem. Some of the activities include visiting a zoo or wildlife park and presenting a PowerPoint presentation on a particular area showing change.

Life cycles
Year 6 - This unit focuses on the life cycles of a variety of species and students compare and list the common features. Activities include planning and conducting an investigation into animal that can be kept in the classroom, and writing a report on their findings.
Year 7 - Students explore the common dangers to early growth and experiment with different types of bean seeds to explain ideal conditions for growth. Activities include presenting a report into plant growth and producing a collage that demonstrates physical changes that occur in humans.
Year 8 - Students research and investigate the reproductive processes and adaptations that plants and animals have developed to survive. They look at adolescent issues as a stage of human development and present these as role plays. Other activities include reporting and comparing different methods of reproduction in different species.
Year 9 - The unit focuses on how scientists use fossil evidence to understand the life cycles of extinct species. Students use this information to compare the life cycles of vastly different species of plants and animals.

Variations
Year 6 - In this unit students plan, conduct, survey, report and compare the physical characteristics that identify humans as individuals. Activities include experiments to test the environmental factors that may influence the growth and development of a plant or animal.
Year 7 - In this unit of work students study patterns of inherited physical traits within families and collate the data using spreadsheets. It also involves investigating the changes that have occurred over time and considering why this has happened.
Year 8 - Students discuss and investigate the value of species diversity and classification in our environment, and what happens if a species loses its diversity. Activities include explaining the dangers to ecosystems and variety within species.
Year 9 - In this unit students investigate the work done by a taxonomist, and present a report to the class showing how this may preserve biodiversity. Students research and compare a range of micro-organisms and look into the use of microscopes and the role of scientists throughout history.

Ethics/cultures
Year 6 - In this unit of work students identify and connect with traditional Aboriginal stories animal-human relationships. They debate the issue of using animals in experiments and research and look into possible alternatives.
Year 7 - This unit continues on from the previous, looking into the different uses of plants by Aboriginal people to treat ailments. Students research the variety of native Australian bush tucker.
Year 8 - Students investigate the issues surrounding in vitro fertilisation (IVF), interview a scientist and present their work as a newspaper report. They reflect and debate the effects of over-fishing and over-farming, making comparisons with present environmental practices of past and present cultures.
Year 9 – This unit addresses the issue of biodiversity and the role of scientists, with particular reference to Masie Carr. Students analyse traditional Aboriginal stories, focusing on totems and laws, and reflect and discuss the use of DNA testing to monitor crime.

Materials and uses
Year 6 – In this unit students collect data on the range of materials in the local environment, fences, furniture and buildings. They research materials used for a particular purpose and how they have changed over time. They present this information in a timeline.

Year 7 – Through activities in this unit, students identify a range of materials in the home and school to then hypothesise the origin of the material. They compare the nature and usage of solids, liquids and gases in the home and investigate a range of materials used by Aboriginal people.

Year 8 – In this unit students design and construct mud bricks, plan a series of experiments to test their strength and present the data in a scientific form. They also make links between natural and processed materials, investigating the process that has occurred for the changes to take place.

Year 9 – The focus for this unit is the design and construction of a scale cubby house using a range of given materials. Students also use ICT to present data about a range of natural gases in the atmosphere, and discuss the merits of using one material over another and how they impact on the environment.

Properties of materials
Year 6 – In this unit students design and conduct simple experiments to enable the classification of a range of materials. They conduct experiments on a variety of biscuits and investigate a range of adhesives that can bond two materials together.

Year 7 – Students plan and explore how the position of fibres in materials affects its strength, and by investigating the properties in plastics and clay, explain their use.

Year 8 – Students investigate how the shape of materials affects their strength, and test materials for their suitability for particular functions. They look at the properties of solids, liquids and gases.

Year 9 – Students devise, conduct test and classify materials as metals or non-metals. They explore and investigate the nature of elements in the universe, and by studying, growing and recording crystals, determine their structure.

Sustainability
Year 6 – In this unit students consider how fibres are used by Aboriginal people. They research and report on the range and quality of materials used in packaging and compare the hardness of materials in clothing.

Year 7 – Through research students discover the availability of fresh water in their local environment, and investigate and determine the main mineral resources mined in Australia and their markets.

Year 8 – Students explore ways to reduce the environmental impact of household tasks, research techniques for making sewerage treatments more environmentally sustainable and investigate simple chemical reactions in substances and their environmental implications.

Year 9 – Students research and report on raw materials and the issues relating to their demand. They investigate and reflect on the industrial practices that have led to ‘acid rain’ and debate the environmental impact of garbage disposal.
Preservation of food
Year 6 - In this unit students investigate food preservation, the implications for health issues, how food decomposes, and research the 'Coolgardie' safe and its role in Australian history.
Year 7 - The focus in this unit is on investigating and comparing the methods of food preparation by Aboriginal people, researching ways to preserve food when transported and the ethical issues of animal transport.
Year 8 - This unit provides activities on alternative methods of food preparation, for example for astronauts to a space station, or for explorers of the past.
Year 9 - Students investigate different substances and how they add to the preservation of food, research the meanings of numbers on packaging and conduct experiments on structural changes that may occur after freezing.

Combining materials
Year 6 - In this unit students combine substances and compare them to their original state. They investigate ways to separate oil from water and study a common object and list its materials.
Year 7 - Activities in this unit include the combination of materials that can be separated physically or by the result of an experiment, and the investigation of ingredients to create food dishes.
Year 8 - Students investigate the effects of temperature on the rate of solubility and plan and conduct experiments into colours that make up dyes. They look at how rusting is a form of combining materials.
Year 9 - In this unit students examine the solubility of a range of materials, design and conduct an experiment to separate different mixtures, and investigate how filtration is used in everyday life.

Storage and safety
Year 6 - Students gather information about hazardous substances that may be at home or at school, and how to react in an emergency.
Year 7 - This unit gives students the opportunity to examine how certain hazardous substances affect human senses. It investigates the way protective clothing is used at home and at school and studies a location within the community where hazardous substances may be stored.
Year 8 - The investigation of a range of acids and their safety is the focus for this unit. Students explore a range of chemical reactions and research ways in which by-products may be controlled.
Year 9 - Students examine the safety of using a substance for a particular purpose, research and report on how hazardous materials have been used throughout history and investigate storage requirements.
A Simple Programming Process Incorporating the Essential Learnings (ELFP)

Examples of programming for each of the Essential Learnings across all bands. Middle Years/IDENTITY, Primary Years/COMMUNICATION, Early Years/THINKING, Middle Years/FUTURES, Primary Years/INTERDEPENDENCE.

Analysing data / Numeracy through Birthdays, Road Celebrations (BOYD)

Centred on developing children's sense of identity in their community and appreciation of diversity of identities.

Across the Bands: Technologies and Invention (ATKIN)

Students realise the value of inventive/creative/design thinking to generate solutions in order to solve real world problems. Inventive thinking is necessary to solve present and future problems on a personal, community and global level.

Adapt to survive (BOYD)

In this unit of work links are made between the world of animals and the world of people. In particular, girls and boys examine gender identity and getting along with others in the classroom environment.

Asian children’s games (BOYD)

This Society and environment idea for practice is designed to be incorporated in a studies of Asia perspective providing students with opportunities to learn alternative games and pastimes from a range of Asian cultures.

Cemetery Study (BOYD)

Cemeteries can provide an important primary source for studying social and cultural changes within a community.

Mask and Mime (ATKIN)

This work is designed to help students develop self-awareness and actively engage with the interplay between the self and collective identities. A particular focus is on the visual elements and characteristics of mask—students create their own masks and use these in mime performances.

Rules for living Buddhism in Myanmar (BOYD)

This unit provides students with an opportunity to explore and examine the beliefs and practices of Theravada Buddhists in Myanmar and compare and contrast these with their own values and beliefs.

Timeline (BOYD)

Students work on a number of activities connecting the past with the present and their future. They work in teams to decide on a particular period of Australia’s history to research to then produce a timeline. This unit is about students making explicit connections between current actions and responses and future actions and responses.

What a waste! Waste management (BOYD)

This unit focuses on students taking action to work towards better managing the waste created in their school.

When I’m 64 (and more)—What’s on the box? (BOYD)

Focus on identity, preferred futures and diversity and supports girls and boys to understand the impact of gender on lives in contexts of mass media globalisation.

Who’s your hero? (Brain-Compatible)

Learners work to understand the ways in which heroes are constructed within social practices and how these are related to being male and female. The unit uses contemporary texts such as television, magazines, personal experience, music and film to explore the topic and build positively on prior knowledge.

A Simple Programming Process Incorporating the Essential Learnings (ELFP)

Examples of programming for each of the Essential Learnings across all bands. Middle Years/IDENTITY, Primary Years/COMMUNICATION, Early Years/THINKING, Middle Years/FUTURES, Primary Years/INTERDEPENDENCE.

Aboriginal Dreaming Stories (LEN)

The focus of this unit is a study of Aboriginal Dreaming stories and their relevance. The central idea is about how people around the world express their culture.

Adapt to survive (BOYD)

In this unit of work links are made between the world of animals and the world of people. In particular, girls and boys examine gender identity and getting along with others in the classroom environment.

Creativity—Middle Years (BOYD)

Focuses on the notion of creativity through the development of the Essential Learnings, Futures and Thinking. Students develop a sense of optimism about their ability to actively contribute to shaping their preferred future.

Enterprise in the middle years (BOYD)

This unit can be used to develop an interchange between city and country schools for teachers, students and community members. The unit uses a thematic approach based upon the enterprise learning cycle to connect a number of learning areas. Through this approach the program focuses on enterprise, vocational learning and career awareness education.

Immigration (ATKIN)

This unit on immigration aims to develop all students’ understandings about the historical, political, social and cultural factors related to immigration and the impact of these on individuals, groups and Australian society as a whole.

Inventions and Inventiveness (ATKIN)

This unit examines the individual state of mind and social and cultural influences that stimulate inventive thinking and behaviour, as well as the inventions which result from these conditions.

Maps and Mapping (BOYD)

Students construct and interpret maps as a means of understanding spatial characteristics and variations over space and time.

Spice of life (BOYD)

This unit of work, Spice Of Life: Learning About How Recognition Of Diversity Means Better Times. For Each and All, assists learners to examine harassment based on unexamined stereotyping leading to discrimination against various groups in society.

When I’m 64 (and more)—getting around (BOYD)

Focus on identity, preferred futures and diversity and supports girls and boys to understand the impact of gender on lives in contexts of virtual and real worlds.

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13 Units of work aligned to the SACSA Framework (LEN)

The development of these units allowed agriculture educators the opportunity to program together and gain a better working knowledge of the SACSA Framework.

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Topic Checklist (LEN)

This product is a generic one page checklist that can be used across all Learning Areas to summarise aspects of program.
Birds (LEN)
A comprehensive unit of work which integrates the science and society and environment curriculum areas, in which children investigate the features and behaviours of a range of birds.

Career Education—People at Work (LEN)
A unit of work addressing the society and environment curriculum area, social systems strand. Students focus on a range of paid and unpaid jobs and then investigate what skills are needed to fulfil them.

Cultural Diversity—Year of the Snake (UD)
This unit of work examines the similarities and differences within and between the cultural groups represented in these sites.

Food, Families and Festivals (LEN)
Students discuss and examine the cultural heritage of people in Australian society and the way culture is passed on, maintained and developed by families, groups and communities.

Good Soil, Bad Soil (LEN)
A comprehensive unit of work developed for children in the Early Years integrating all curriculum areas. It gives detailed learning activities and evaluations of the unit.

Programming and Recording Documents (LEN)
The Riverland West Small Schools Network has developed a series of programming and recording documents to assist educators in meeting the SACSA Framework Standard Outcomes.

Valuing Diversity & Reconciliation (UD)
This unit builds on children's knowledge of Aboriginal peoples and their cultures and begins to contribute to the process of Reconciliation.

Learning with SACSA in the Lower North (LEN)
This unit covers student initiated learning activities, school entry assessment and SACSA development. Learning Outcomes; writing student negotiated curriculum, programming and assessment, J P English and student initiated research.

Careers (LEN)
A unit of work based on careers with the main emphasis on people who help to serve the community.

Identity (LEN)
This is a unit of work based on Identity. There are a range of activities to use in the classroom related to the eight Learning Areas.

Stories (LEN)
A unit of work based on the theme of stories and focusing on various genres. This unit includes activities and is designed for Reception to Year 2 children.

Ecological Sustainability (LEN)
Planning from meta-concept of Ecological Sustainability—energy focus.

Child Refugees (UD)
A unit of work in studies in society and environment that aims to raise awareness of the issues about child refugees and their rights.

Communication (IC)
What is communication? What are the different types of communication? Students choose a type of communication to research and complete an individual project on.

Communities (LEN)
This is a primary unit on communities devised around the Essential Learnings. It has a cross curricular perspective.

Community Connections (ELFP)
This project, which operated over a full school year, aims to develop in students an understanding of the connections between what they learn and how they live.

Cross Cultural Study of Family Life in Asia & Australia (UD)
In this unit of work students consider the lives and cultures of families in Asian cultures and compare similarities and differences with their own.

Eugene's Underwater World (LEN)
An online marine studies unit for middle/upper primary students. It includes a quiz activity involving research on the internet, as well as a webquest to be completed collaboratively. A rubric for assessment is included.

Food, Families and Festivals (LEN)
Students discuss and examine the cultural heritage of people in Australian society and the way culture is passed on, maintained and developed by families, groups and communities.

Government (ELFP)
Exploring the question—What does local government do for us?

Learning with SACSA in the Lower North (LEN)
This unit covers student initiated learning activities, school entry assessment and SACSA development. Learning Outcomes; writing student negotiated curriculum, programming and assessment, J P English and student initiated research.

Careers Ed (LEN)
This unit exposes learners to the types of careers and jobs available to them. It helps to develop a positive and realistic attitude towards careers relating to where their interests and skills lie.

The Built Environment (LEN)
This unit looks at houses, housing, homes and general building. Some of the areas covered include social and environmental technology and health.

Developing Identity Through Contemporary Aboriginal Culture (LEN)
A collection of resources/ideas/media for teachers to use as an addition to their SOSE curriculum planning. Students will recognise the impact of contemporary cultural, media and communication technologies in the shaping of identities.

Authentic Assessment Resources: Community Phone Book (LEN)
Hands-on project involving enterprise education in the community.

Alaskan Native Culture Unit (LEN)
A unit of work on the topic of Alaskan Native Culture that integrates the society and environment, maths and English Learning Areas with information and communication technology.

Ancient Societies (LEN)
A unit of work devised to fit into the year 8 curriculum area of ancient civilisations.

Australians All (LEN)
The final product will be an online Australian Studies Unit ready for the start of the 2003 school year. The CD has the word document that forms the basis of the online unit.

Building a Culture of Peace (UD)
A unit of work that challenges students’ view of stereotypes. Students will have the opportunity to explore and critically review print media.

Communication (IC)
What is communication? What are the different types of communication? Students choose a type of communication to research and complete an individual project on.

Community Connections (ELFP)
This project, which operated over a full school year, aims to develop in students an understanding of the connections between what they learn and how they live.

Developing a caring community: a unit of work (LEN)
A unit of work designed to develop a ‘Caring Community’. It focuses on the development of pro-social behaviours and community participation and responsibility.

Eugene's Underwater World (LEN)
An online marine studies unit for middle/upper primary students. It includes a quiz activity involving research on the internet, as well as a webquest to be completed collaboratively. A rubric for assessment is included.

Drug Education Across Youth Education Centres (LEN)
A mapping of drug related curriculum offerings across all teaching areas to support the development of a focused drug education program, relevant for youth in detention and those at risk.

Developing Identity Through Contemporary Aboriginal Culture (LEN)
A collection of resources/ideas/media for teachers to use as an addition to their SOSE curriculum planning. Students will recognise the impact of contemporary cultural, media and communication technologies in the shaping of identities.

Ecological Sustainability (LEN)
Planning from meta-concept of Ecological Sustainability—energy focus.
Authentic Assessment Resources: Continuum Rubrics (LEN)
1) Assessment Progression in Assignments (Soc & Env) 2) Assessment Progression in Chance & Data (Maths) 3) Assessment Progression in Count & Order (Maths) 4) Extinct animals 5) Assess Prog in Writing, Spelling, Speaking 6) Ass Prog—Measurement (Maths) 7) Ass Prog—Money (Maths) 8) Ass Prog—Technology 9) Ass Prog—Shape & Space (Maths) 10) Ass Prog—Speaking.

Authentic Assessment Resources: Reporting (LEN)
1) Report card intro 2) English—Reading rubric 3) Middle Prim—report 4) Reception report 5) Upper Primary reports 6&7) Reporting on work skills 8) Year 1 report 9) Year 2 report.

R-10 DRAFT Society & Environment Teaching Resource
To support schools and teachers with planning, programming and assessing using the SACSA Framework, this SACSA Companion Document provides a range of learning descriptors at year level intervals. These descriptors relate to the SACSA Framework’s Key Ideas and Outcomes in Society & Environment R-10.

Our needs and wants
The children related the Essential Learnings to a system of their choice. They displayed evidence of the understanding of people's special needs.

The environment
Using a contextualised approach to learning, most of the work in this unit revolved around an unkept area of the school chosen by the students. Through class discussion there were opportunities to reflect on and consider different equity perspectives, such as Aboriginal and disability.

Endangered animals
The topic of endangered animals is one that engages the hearts and minds of middle primary-aged students and sustains their interest over an extended time. The unit provides opportunities for students to explore and clarify ideas, research, synthesise, discover and solve problems.

Development and the local area
This unit looks at a global issue (development) in the context of the local area and the interrelationship between local history and future development.

Media and the environment (ESL)
This topic students developed the following understandings: What is the role of the media? How are we positioned by the media? How are environmental issues reported in the media? How can we use the media to help protect the environment?

Persuasive writing (ESL)
In this topic students develop understandings of: What is the environment? What is an environmental issue? They decide on an issue to research, explain and discuss as a class and then reposition the process individually or in groups with a global, national or local issue of their choice.

Land, people and spiritual connection
Year 3 - This unit provides suggested activities for students to select an Aboriginal story and research the story's message about the people, and their connection to the land. Students are able to design a timeline to reflect these changes over time.

Human impact on environment
Year 3 - This unit focuses on features of the local environment. Students examine which of these features are natural or introduced and how they have changed the environment over time. They are able to present their findings in a presentation, report or poster.

People make a nation
Year 6 - This unit refers to Discovering Democracy upper primary unit the people make a nation! Students are encouraged to use Future Thinking strategies to determine how the Federation of Australia could look in 2020.

Biodiversity and invasive species
Year 6 - In this unit students use the Federal Environment Australia Website to identify in teams: biodiversity, local and invasive species, level of invasion and predicted future spread and its impact on local species and landforms.

Technology and society (ESL)
Students communicate in a range of factual and literary genres, make informed critical reflections and appropriately choose linguistic resources to communicate in different situations.

Waste management (ESL)
This program is for educators who are teachers of ESL learners without support from an ESL teacher. It encourages teachers to plan for the language demands of the learning area and to use the ESL Scope and Scales to enable ESL learners to be successful.

Early years R–2

Primary years 3–5

Middle years 6–9

Senior years 10–12
### Early years R–2

#### Ourselves and others—families
- **Reception** - Students share something special about their own family referring to a variety of family/home situations. They develop a sense of being connected to others and their world.

#### Community history
- **Year 1** - Students invite older members of the local community to tell an oral history. They compare this information with life now and record sequences of change on a timeline.

#### Aspects of environment
- **Year 1** - In the school environment students choose a site to sit, listen and observe. They compare their environment and their needs to those of a bird or animal.

#### Aboriginal Dreaming for today
- **Year 1** - Students read a Dreaming story and identify the group, the location and the main ideas (eg rules for living). They retell including all the main ideas through art, drama and dance.

#### Ourselves and others—school community
- **Year 1** - Students make a concept map about their school. They find out what different people in the school do (eg grounds person, 550’s, librarian). They participate in planning a school day.

#### Cultural heritage
- **Year 2** - Students survey cultural backgrounds of class members. They discuss the contribution of different ethnic groups and celebrate cultural diversity.

#### Customs and traditions
- **Year 2** - After reading ‘The Window’ by J Baker, students make a collage depicting a preferred future environment.

#### Ourselves and others—work
- **Year 2** - Students discuss the work of parents/carers. They negotiate a community worker that they would like to research.

### Primary years 3–5

#### Cultural diversity
- **Year 3** - In this unit students listen to a range of Dreaming stories and analyse how they teach about species in different environments. Students are given opportunities to find out which species are endangered and research the local environment to determine which animals are indigenous.

#### Social groups and structure
- **Year 3** - This activity encourages students to investigate the different ways social groups can form and operate. It seeks to investigate the role of rules within groups and allows students to experiment with making rules to govern group behaviour.

#### Invasion/Colonisation, Settlement/Occupation
- **Year 4** - This unit enables students to take part in roleplay and other activities from the ‘Garramulji people and environment’ resource book. Students are encouraged to discuss their feelings and actions which occur during the roleplay and conduct research on the history of European settlement in Australia.

#### Ecosystems and habitats
- **Year 4** - This unit focuses on students visiting a local environment and recording the elements required in order for this environmental system to exist. Students are given opportunities to draw a web of how these elements link together and describe evidence of human activity in the system.

#### Children around the world
- **Year 4** - This unit provides suggested activities for students to brainstorm ‘things children like to do’. Students are able to explore web/internet sites to communicate with children from around the world to gather information about these categories of activities.

#### Needs and wants
- **Year 4** - This unit focuses on identifying which resources are needs and wants. Students are able to discuss how many goods are locally/overseas produced and present data exploring the benefits of buying Australian owned and made products.

#### Australian Identity
- **Year 5** - This unit of work enables students to conduct research using the Australian Bureau of Statistics website to find data on Australia’s cultural diversity. Students are encouraged to construct a survey to collect data about the cultural heritage of students within the class/school.

#### Reduce, Reuse, Recycle, Restore
- **Year 5** - In this unit of work, students use the UNESCO Teaching and Learning for a Sustainable Future Website, and identify actions that could be undertaken by the class to help reduce the school’s generation of waste. Students are able to categorise items that could be reused or recycled.

#### Aboriginal cultural identity
- **Year 5** - This unit addresses the different Aboriginal cultural groups and their location in Australia. Students are encouraged to conduct research by inviting local Aboriginal people to discuss their culture, or by using the internet or books on people from two Aboriginal groups.

#### Decision making in the local area
- **Year 5** - In this topic students take a walk around the local community, identify the needs and wants of a community and one feature that could be improved. Students may invite a local councillor to the class to explore the process for making decisions in the community.

### Middle years 6–9

#### Rural and urban
- **Year 6** - This unit addresses the advantages and disadvantages of living in or moving between urban and rural communities. Students are able to compare past and present lives of Aboriginal and other Australians from urban and rural areas. They are encouraged to visit a range of communities and research government support available.

#### Class parliament
- **Year 6** - This unit involves viewing information from Curriculum Corporations Discovering Democracy primary kit and Parliament at work website. Students establish a class parliament and investigate issues.

#### Perceptions of land over time
- **Year 7** - This unit enables students to construct a land timeline. They are given opportunities to view Aboriginal and non-Aboriginal artists work. Students are able to hypothesise how our attitudes to land will influence the health of the future environment.

#### Catchment care
- **Year 7** - This unit addresses activities for students which explain the components of a catchment system. Students are able to use maps to identify a river/creek catchment and investigate how human activities can influence the quality of water in a catchment.

#### Single nations, many cultures
- **Year 7** - Students are encouraged to celebrate the diversity of cultures in Australia, including diversity of local and other Aboriginal peoples and cultures. They are given opportunities to discuss the ways we can do to advance reconciliation and research how other nations deal with unity in diversity.

#### Producers and consumers
- **Year 7** - This unit provides suggested activities for students to establish a small business enterprise by researching the needs for products or services. Students are expected to consider legal/economic factors, work roles, marketing and ethical considerations.

#### Other times, other places
- **Year 8** - This unit enables students to choose another time and place to research aspects of land, power, gender/des patterns, changes and continuities. Students are encouraged to present their findings and consider relevance to their lives today and for the future.

#### Ecologically responsible development
- **Year 8** - As a whole class, students discuss definitions of ecologically sustainable development. They have the opportunity to work in teams on a development issue (local, regional, national or global) and present their findings.

#### Aboriginal cultures/changing cultures
- **Year 8** - This unit provides activities for students to research the history and culture of local Aboriginal people and compare aspects to the histories and changing cultures of the students’ own ancestors. Students are encouraged to summarise social and cultural values and practical importance for the future.

#### Citizenship local, Australian, global
- **Year 8** - An outline of a suggested activity that encourages students to investigate and research a local, national or global issue on which they can have an impact. The emphasis is on students working in teams to identify appropriate action and develop a strategy to achieve a goal.
Early years R–2

Primary years 3–5

Middle years 6–9

Senior years 10–12

**Australia’s place in the world**

**Year 9** - In teams, students are given the opportunity to investigate a particular time/event/issue that Australia was involved in at the regional or international level during the 20th century. They are expected to research different perspectives of Australia’s involvement.

**Globalisation and environmental impact**

**Year 9** - This unit addresses what is meant by the term globalisation and how it is evident in our daily lives. Students work in teams to investigate one example of globalisation that has an impact (positive and/or negative) on local, regional or global environment.

**Human rights, local national and global**

**Year 9** - Students are encouraged to analyse effects of prejudice, power, ignorance and apathy by considering a range of scenarios within the school, Australia and elsewhere. Planning activities and practising strategies to protect human rights and act ethically in the school and in the wider community in Australia and elsewhere.

**Power and ethics**

**Year 9** - The effects of repression and unfair laws on minorities or less powerful people, groups or nations are examined. Activities that allow students to investigate how power is used in society through role-playing and the making and use of board games.
Useful links

A site that provides a wide and comprehensive list of resources for educators with links to related sites.

A useful guide to educators of students in the Early Years to collect information about the knowledge, skills and understandings children bring to school.

Technology Education Centre – http://www.teched.cc/
A site that allows educators to browse for materials for hands on learning. Resources can be purchased online.

Tape Services Online – http://www.tapeservices.sa.edu.au/
A site for a DECS service which produces off air VHS master copies of all educationally relevant programs broadcast in Adelaide. The programs cover year levels from Early Years through to Senior Years.

A gateway with links to policy, context statements, plans, contacts and educators support.

School of Languages – http://www.schooloflanguages.sa.edu.au/
A link to the resources and support that are provided for the teaching of Languages other than English.

- Vietnamese – http://www.users.bigpond.com/vcssa/

This site provides curriculum information suitable for educators, parents, learners and the community with useful links to other educational resources.

The Learning to Learn Project aims to develop a core set of understandings and beliefs about learning which form the basis for decision making and change in the schools/preschools participating in the Project.

The literacy and numeracy network provides learners, parents, educators and community members with a coordinated and streamlined source of information, advice, services and programs related to literacy and numeracy learning.

The Senior Secondary Assessment Board of South Australia (SSABSA) is involved in educating and training of students in the Senior Years. It sets the curriculum statements of subjects to be studied in Years 11 and 12 and is responsible for the assessment of student achievement in these subjects. This site provides access to information and resources for educators, parents and students.

ARTSsmart – http://www.artssmart.sa.edu.au
The ARTSsmart website is the place to find up to date information about this new Arts in Education strategy, including professional development opportunities and resources.

Special Education Resource Unit (SERU) – http://web.seru.sa.edu.au
The SERU website provides information about the range of resources and professional services available to caregivers who support children and students with disabilities and learning difficulties.

The Racism No Way project aims to assist school communities and education systems to recognise and address racism in the learning environment. The website provides practical countering racism strategies and resources for teachers and students.