

# Shaping the Future – Diversity and Technology Unit 4.4 Curriculum Mapping



This curriculum mapping refers to version 8 of the Australia National Curriculum. Unit 4.4 addresses the following aspects of the Humanities And Social Sciences (HASS) curriculum:

Curriculum Strands	Inquiry and Skills	Knowledge and Understanding
<b>History</b>	<p>Pose questions to investigate people, events, places and issues (<b>ACHASSI073</b>);</p> <p>Locate and collect information and data from different sources, including observations (<b>ACHASSI074</b>);</p> <p>Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (<b>ACHASSI075</b>);</p> <p>Sequence information about people's lives and events (<b>ACHASSI076</b>);</p>	<p>The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (<b>ACHASSK083</b>);</p> <p>The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments (<b>ACHASSK086</b>)</p>
<b>Geography</b>	<p>Examine information to identify different points of view and distinguish facts from opinions (<b>ACHASSI077</b>);</p> <p>Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (<b>ACHASSI078</b>);</p> <p>Draw simple conclusions based on analysis of information and data (<b>ACHASSI079</b>);</p> <p>Interact with others with respect to share points of view (<b>ACHASSI080</b>);</p>	<p>The importance of environments, including natural vegetation, to animals and people (<b>ACHASSK088</b>);</p> <p>The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (<b>ACHASSK089</b>);</p> <p>The use and management of natural resources and waste, and the different views on how to do this sustainably (<b>ACHASSK090</b>)</p>
<b>Civics and Citizenship</b>	<p>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (<b>ACHASSI081</b>);</p> <p>Present ideas, findings and conclusions in texts and modes</p>	<p>The different cultural, religious and/or social groups to which they and others in the community belong (<b>ACHASSK093</b>)</p>



	that incorporate digital and non-digital representations and discipline-specific terms <b>(ACHASSI082)</b>	
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## Science Curriculum

Built into Unit 4.4 is the potential to cover strands in the Science Curriculum. Some core Science strands are embedded within the main sections of Unit 4.4. The following table indicates which Science Curriculum strands are addressed within Unit 4.4.

<b>Science Understanding</b>	<b>Science as a Human Endeavour</b>	<b>Science Inquiry Skills</b>
Living things have life cycles <b>(ACSSU072)</b>	Science involves making predictions and describing patterns and relationships <b>(ACSHE061)</b>	With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge <b>(ACIS064)</b>
Living things depend on each other and the environment to survive <b>(ACSSU073)</b>	Science knowledge helps people to understand the effect of their actions <b>(ACSHE062)</b>	With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment <b>(ACIS065)</b>
Natural and processed materials have a range of physical properties that can influence their use <b>(ACSSU074)</b>		Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately <b>(ACIS066)</b>
		Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends <b>(ACIS068)</b>
		Compare results with predictions, suggesting possible reasons for findings <b>(ACIS216)</b>
		Reflect on investigations, including whether a test was fair or not <b>(ACIS069)</b>
		Represent and communicate observations, ideas and findings using formal and informal representations <b>(ACIS071)</b>

