

Young Australia Unit 6.3 Curriculum Mapping



This curriculum mapping refers to version 8 of the Australia National Curriculum. Unit 6.3 addresses the following aspects of the Humanities And Social Sciences (HASS) curriculum:

Curriculum Strands	Inquiry and Skills	Knowledge and Understanding
History	Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122); Locate and collect relevant information and data from primary and secondary sources (ACHASSI123); Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124);	Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134); Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135); The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)
Geography	Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125);	Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)
Civics and Citizenship	Examine primary and secondary sources to determine their origin and purpose (ACHASSI126); Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127); Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128); Evaluate evidence to draw conclusions (ACHASSI129);	The key institutions of Australia's democratic system of government and how it is based on the Westminster system (ACHASSK143); The roles and responsibilities of Australia's three levels of government (ACHASSK144); The responsibilities of electors and representatives in Australia's democracy (ACHASSK145); Where ideas for new laws can come from and how they become law (ACHASSK146)
Economics and Business	Work in groups to generate responses to issues and challenges (ACHASSI130); Use criteria to make decisions and judgements and consider advantages and disadvantages	How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149)



	<p>of preferring one decision over others (ACHASSI131); Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132); Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)</p>	
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Science Curriculum

Built into Unit 6.3 is the potential to cover strands in the Science Curriculum. Some core Science strands are embedded within the main sections of Unit 6.3. The following table indicates which Science Curriculum strands are addressed within Unit 6.3.

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources (ACSSU097)	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098)	With guidance, pose clarifying questions and make predictions about scientific investigations (ACSI232)
	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)	Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (ACSI103)
		Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (ACSI104)
		Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (ACSI107)
		Compare data with predictions



		and use as evidence in developing explanations (AC SIS221)
		Reflect on and suggest improvements to scientific investigations (AC SIS108)
		Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi- modal texts (AC SIS110)

