

# Australian Curriculum online

User guide



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### Australian Curriculum online

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### Australian Curriculum online Background and access



## Background

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has released the Australian curriculum for Foundation to Year 12 for English, mathematics, science history and geography. It has also made five new learning area/subjects available for state and territory use. These comprise: civics and citizenship, economics and business, the Arts, technologies and health and physical education. http://www.australiancurriculum.edu.au.

'Foundation' refers to the year before Year 1, known variously as Kindergarten (NSW/ACT), Prep (QLD/VIC/TAS), Pre-primary (WA), Transition (NT) and Reception (SA).

### Access

The Portal enables users to read, review, download and print the Australian Curriculum for Foundation to Year 12.

It is open to members of the public, educators and anyone who is interested in viewing the Curriculum.

### Contact us

For information regarding the Australian Curriculum for Foundation to Year 12 and the Portal, ACARA can be contacted directly via the following:

Address:	Level 10, 255 Pitt Street, Sydney NSW, 2000
Reception:	1300 895 563
Fax: Media enquiries:	02 8098 3103 +61 2 8098 3221 +61 404 746 263
General enquiries:	consultation@acara.edu.au

Welcome to the Au: The Australian Curriculum sets out the co general capabilities important for all Aur entitiement of students as a foundation fo participation in the Australian community	ore knowledge, understanding, skills and stralian students. It describes the learning or their future learning, growth and active	A		Help	
				User Guide Consultation	>
F-10 Curriculum	Senior Secondary Curriculum	Student Divers	ity	Contact us	>
The three dimensions of the Australian Curnculum from Foundation for year 10 are learning areas, general capabilities and cross-curriculum profities, and logother they provide the basis for a curriculum designed to support 21 st century learning. Cventew >	ACARA has developed curriculum for 15 senior secondary subjects across English, Mathematics, Science, History and Geography following extensive consultation and engagement. Overview >	ACARA is committed to the du high-quality curriculum for all students, one that promotes equity in education. All studer rigorous, relevant and engag programs drawn from a chail curriculum that addresses th learning needs.	Australian excellence and its are entitled to ng learning enging	What's new 12 March 2014 Work samples 870 additional work sam created for English, matt and history. These work: made available on the At Curriculum website midd	nematics, scienc samples will be ustralian
Curriculum Resources	Scootle			Read more >	
ACARA along with the jurisdictions have produc resources that support curriculum implementat View resources >			Scootle provides digital resources for teachers and	Feedback	
	content descriptions http://www.scode.e		students. Many of the resources in Scootle match the Australian Curriculum	Feedback on the Australi can be provided on the w by clicking on the link bel Feedback can be provide content descriptions by or subject, clicking on the c content description and t feedback icon in the pop Provide feedback >	whole curriculum low. ad on specific shoosing the ode next to the selecting the

### English

me / F-10 Curriculum / English	/ Curric	ulum		Print this
Overview	~	Curriculum		m 🖹 III s
oundation to Year 10 Curriculum	^			
how/Hide Curriculum	~	Jump to:	7	
Year level descriptions				
Content descriptions		Year 7		
Achievement standards		Year 7 Level Description		
✓ Icons		should balance and integrate all three strand		e and Literacy. Teaching and learning programs tudents' knowledge, understanding and skills in incents, skills and processes.
C Reset filters Apply filter	s 7	Read full description >	and <u>second</u> , country in English builds on co	nicepie, cinie and proceeding
ear Levels	^			
] Select all		Year 7 Content Descriptions		
Foundation Year		Language	Literature	Literacy
] Year 1 🗌 Year 6		Language variation and change	Literature and context	Texts in context
] Year 2 🗹 Year 7		Understand the way language evolves to	Identify and explore ideas and viewpoints	Analyse and explain the effect of
Year 3 Year 8		reflect a changing world, particularly in	about events, issues and characters	technological innovations on texts,
Year 4 TYear 9		response to the use of new technology for presenting texts and communicating	represented in texts drawn from different historical, social and cultural contexts	particularly media texts (ACELY1765)
Year 5 Year 10		(ACELA1528)	(ACELT1619)	🐔 🖉 💀 🖪 🕅
trands	~	🐔 🗐 🛷 🚳 R W S L	ኛ ኛ 🛗 🌐 🖑 🕸 R W S L	Interacting with others
Select all		Language for interaction	Responding to literature	Identify and discuss main ideas, concepts and points of view in spoken texts to
Language		Understand how accents, styles of speech	Reflect on ideas and opinions about	evaluate gualities, for example the strength
Literature		and idioms express and create personal	characters, settings and events in literary	of an argument or the lyrical power of a
Literacy		and social identities (ACELA1529)	texts, identifying areas of agreement and	poetic rendition (ACELY1719)
eneral capabilities	~	e 🕫 🗰 R 🛛 S L	difference with others and justifying a point of view (ACELT1620)	æ * 🗰 🛛 S 🗉
Select all		Understand how language is used to	🕿 🕫 🗰 R 🛛 S L	Use interaction skills when discussing and
] 🚰 Literacy		evaluate texts and how evaluations about a		presenting ideas and information,
Numeracy		text can be substantiated by reference to the text and other sources (ACELA1782)	Compare the ways that language and images are used to create character, and	selecting body language, <u>voice</u> qualities and other elements. (for example music
📕 Information and			to influence emotions and opinions in	and sound) to add interest and meaning



# **Getting started**

# Home page preview



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F-10 <b>Description</b> <b>Description</b> <b>Description</b> <b>Description</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constraintion</b> <b>Constra</b>	stralian Curriculum re knowledge, understanding, skills and tralian students. It describes the learning r their future learning, growth and active	ulum   Student Diversity		Search	Q (
				User Guide	>
F-10 Curriculum	Senior Secondary Curriculum	Student Divers	sity	Consultation Contact us	>
The three dimensions of the Australian Curriculum from Foundation to Year 10 are learning areas, general capabilities and cross-curriculum priorities, and together they provide the basis for a curriculum designed to support 21st century learning. Overview >	ACARA has developed curriculum for 15 senior secondary subjects across English, Mathematics, Science, History and Geography following extensive consultation and engagement. Overview >	ACARA is committed to the of high-quality curriculum for all students, one that promotes equity in education. All stude rigorous, relevant and engage programs drawn from a cha curriculum that addresses the learning needs.	II Australian excellence and ents are entitled to ging learning llenging	What's new 12 March 2014 Work samples 870 additional work sample created for English, mather and history. These work sai made available on the Aust Curriculum website mid-Ap	matics, science mples will be tralian
Curriculum Resources ACARA along with the jurisdictions have produce resources that support curriculum implementation View resources >		Personal All Antonio Sector Description Personal All Antonio Sector Descripti	Scootle provides digital resources for teachers and students.	Read more > Feedback	
	• • • • • • • • • • • • • • • • •	International and a second secon	Many of the resources in Scootle match the Australian Curriculum	Feedback on the Australian can be provided on the who by clicking on the link below Feedback can be provided content descriptions by cho	ole curriculum v. on specific

content descriptions. http://www.scootle.edu.au>

feedback icon in the pop-up box. Provide feedback>

subject, clicking on the code next to the

content description and selecting the

Curriculum

### Overview The Curriculum menu



0 Curriculum	Learning areas		General capabilities		Cross curriculum priorities		
F-10 Curriculum Overview	English		> General Capabilities Ov	erview	> Cross-curriculum priorities Ov	erview	
Browse the Curriculum	Mathematics		ኛ Literacy		Aboriginal and Torres Strait Isl	ander	
Print the Curriculum	Science		Numeracy		Asia and Australia's engagem	opt with	
levels	Humanities and Social Sci	iences 🗸	Information and Comm Technology (ICT) capab		Asia Asia		
-2	Awaiting final endorsement		* Critical and creative thin		🐙 Sustainability		
-4	Humanities and Social Sci	ences v	Porconal and cocial car	-			
i-6	ustralian F	-10 Curriculum	<ul> <li>Senior Secondary Cur</li> </ul>	riculum 👻 S	Student Diversity 👻		
-8 Senior	Secondary Curriculum	English		Science			
-10	rview (videos and information	English		Biology			
	eets)		n Additional Language or	Chem	Australian	F-10	O Curriculum  ✓ Senior Secondary Curriculum  ✓ Student Diversity  ✓ Search
> Prir	t the Curriculum	Dialect		Earth :		-	
		Essential Eng	glish	-	Student Diversity		
		Literature		Physic			
		Mathematics	3	Huma			
		Essential Mat	thematics	Ancier	Student diversity advice	^	Introduction
		General Math	ematics	Geogr	Introduction Meeting diverse learning needs		ACARA is committed to the development of a high-quality curriculum for all Australian
		Mathematical	I Methods		Moder Personalised learning	students, one that promotes excellence and equity in education. All students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that defines their is dividual learning receives a statement of the statement of	
		Specialist Ma	thematics		Students with disability	>	that addresses their individual learning needs. Teachers will use the Australian Curriculum to develop teaching and learning programs that
				-	Gifted and talented students	>	build on students' interests, strengths, goals and learning needs, and address the cognitive, affective, physical, social and aesthetic needs of all students.



# **Discovering content**

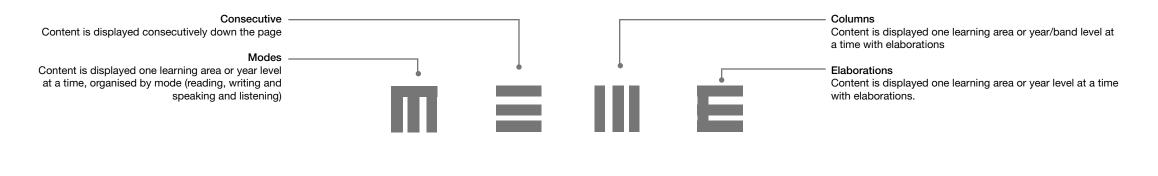
Using the website



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# Discovering content Selecting a view





#### Modes are only found in English.

English				
Home / F-10 Curriculum / English	urriculum		Print this page ■ E III E	
Foundation to Year 10 Curriculum				
Show/Hide Curriculum	F 1 2	3 4 5 6 7 8 9 10	Next	
Content descriptions     Achievement standards     Icons     Cass difference     Acolv fibers	sundation Year Level Description English curriculum is built around the three interreteted strand nace and integrate all three strands. Together the three strand- ding, viewing, speaking, writing and <u>creating</u> Learning in English ad full description >	focus on developing students' knowledge, understa		
Foi	undation Year Content Descriptions ading and viewing Writing	Speaking and list	vening	
Foundation Year	nguage Language	Language		
V Year 2 V Year 7 Unc V Year 3 V Year 8 can	derstand that texts can take many forms, Understand that	some language in written Understand that Er reryday spoken language languages spoken	nglish is one of many in Australia and that may be spoken by family,	
Vear 5 Vear 10	English			
V Select all 6 V Language 4	Home / F-10 Curriculum / English			🖨 Print this page
✓ Literature     ✓	Overview  V Foundation to Year 10 Curriculum	Curriculum		п 🖲 Ш Е
General capabilities	Show/Hide Curriculum	Jump to:	F 1 2 3 4 5 6 7 8 9 10	
Select all	Year level descriptions Content descriptions Achievement standards Cons Reset fitters Apply fitters		interrelated strands of Language, Literature and Litera r the three strands focus on developing students' knov Learning in English builds on concerts, skills	
	Year Levels	Read full description >		
	Vear Levels	Foundation Year Content Descriptions		
	Foundation Year	Language	Literature	Literacy
	✓ Year 1 ✓ Year 6 ✓ Year 2 ✓ Year 7	Language variation and change	Literature and context	Texts in context
	v Tear 2 v Tear 7 v Year 3 v Year 8 v Year 4 v Year 9 v Year 5 v Year 10	Understand that English is one of many languages spoken in Australia and that differen languages may be spoken by family, classmates and community (ACELA1426)	Recognise that texts are created by authors who t tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)	Identify some familiar texts and the contexts in which they are used (ACELY1645)
		🖶 🧈 🕸 🖸 🖬	e iii 🕀 3 🕲 🖸 🖪	Interacting with others
	Strands ^	Language for interaction	Responding to literature	Listen to and respond orally to texts and to the
	└ Language ✔ Literature	Explore how language is used differently at home and school depending on the relationship between people (ACELA1428)	Respond to texts, identifying favourite stories,	communication of others in informal and structured classroom situations (ACELY1646)
	✓ Literacy	🕫 🗰 🖪 🖪		Use interaction skills including listening while
	General capabilities  Select all C C Literacy	Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	Share feelings and thoughts about the events and characters in texts (ACELT1783) de	others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)
_	In Numeracy	🕫 🗰 R 🗰 S L	Examining literature	* # # @ 2 2

Home / F-10 Curriculum	/ English				Print this page	
Overview	~	Curriculum			<b>m</b> = 111 E	
Foundation to Year 10 C	urriculum 🔨					
Show/Hide Curriculum	~		F 1 2 3 4 5 6	5 7 8 9 10	Next	
Year level descriptions     Content descriptions     Achievement standards     Icons		balance and integrate all thr	uilt around the three interrelated strands of Language, ee strands. Together the three strands focus on deve	loping students' knowledge, understanding		
C Reset filters	Apply filters 🤱	reading, viewing, speaking, Read full description >	writing and creating. Learning in English builds on co	ncepts, skills		
Year Levels	^					
Select all		Foundation Year Conte Reading and viewing	ent Descriptions Writing	Speaking and listening		
Foundation Year		Language	Language	Language		
✓ Year 1 ✓ Year 2	Year 6	Linderstand that texts can t		in written Understand that English	is one of many	
I Year 3	English					
✓ Year 4 ✓ Year 5						
Select all  Language  Literature		Year 10 Curriculum	Curriculum	F 1 2 3 4 5 6 7 8	9 10	m = 111 (E
Literacy	Show/Hide Cu Vear level de				5 10	
	Content desc		Foundation Year			
General capabilities Select all Createracy	Achievement     Icons		Foundation Year Level Description The English curriculum is built around the three balance and integrate all three strands. Togethe	r the three strands focus on developing stu	dents' knowledge, understanding a	
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☐ Select all ☐ ♥ Literacy	<ul> <li>✓ Achievement</li> <li>✓ Icons</li> <li>✓ Reset filters</li> <li>Year Levels</li> </ul>	Apply filters 🕽	The English curriculum is built around the three balance and integrate all three strands. Togethe reading, viewing, speaking, writing and creating. Read full description >	r the three strands focus on developing stu	dents' knowledge, understanding a	
☐ Select all ☐ ♥ Literacy	Achievement     Achievement     Cons     Reset filters     Year Levels     Select all	Apply filters 🕽	The English curriculum is built around the three balance and integrate all three strands. Togethe reading, viewing, speaking, writing and creating. Read full description > Foundation Year Content Descriptions	r the three strands focus on developing stu	dents' knowledge, understanding a	
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☐ Select all ☐ ♥ Literacy	<ul> <li>Achievament</li> <li>I cons</li> <li>C Reset filters</li> <li>Year Levels</li> <li>Select all</li> <li>Poundation V.</li> <li>Year 1</li> <li>Year 2</li> <li>Year 3</li> <li>Year 3</li> <li>Year 4</li> <li>Year 5</li> <li>Strands</li> <li>Select all</li> </ul>	ear Year Year 6 Year 7 Year 8 Year 9	The English corriculum is built around the three balance and integrate all three strands. Togethe reading, serving, speaking, writing and creating. Read full description > Foundation Year Content Descriptions Language Understand that English is one of many language Understand that English is one of many language Language availation and change Lissemate and community (ACEL/L426)	the three strands focus on developing sto Learning in English builds on concepts, si pes spoken in poken by family. Ianguages en actionoleging another languages en ecclonoleging language • recognising th	dents' knowledge, understanding a ills ilferent languages exist; discussin countered in the community and at phe home languages of students.	nd skills in listening, g the various school; who speak k more than one andard Australian
☐ Select all ☐ ♥ Literacy	Achievement Cons Cons Cons Cons Cons Cons Cons Cons	standards Apply filters 3 *** *** *** *** *** *** *** *** *** *	The English corriculum is built around the three balance and integrate all three strands. Togethe reading, serving, speaking, writing and creating. Read full description > Foundation Year Content Descriptions Language Understand that English is one of many language Understand that English is one of many language Language availation and change Lissemate and community (ACEL/L426)	the three strands focus on developing sto Learning in English builds on concepts, si pes spoken in poken by family. Ianguages en actionoleging another languages en ecclonoleging language • recognising th	dents' knowledge, understanding a illis inferent languages exist; discutsia countered in the community and at ghe home languages of students age, and valuing the ability to <u>spea</u> at some tosts can include both St entents of other languages includi	nd skills in listening, g the various school; who speak k more than one andard Australian

### Discovering content Filtering curriculum information



When viewing curriculum content, you can filter the information to your requirements by selecting just the specific year level descriptions, content descriptions, achievement standards, year levels, strands, general capabilities and cross-curriculum priorities that you want to view.

Filter options In each drop down box, tick the check box next to one or more items. To select every item in a list tick the Select All check box.

nome	/ F-10 Curriculu	im / English	
Overv	iew		~
Found	lation to Year 10 C	urriculum	^
Ve Ve	/Hide Curriculum ar level description intent descriptions hievement standar		^
₿ R	eset filters	Apply filters	ı
	lect all undation Year ar 1 ar 2 ar 3 ar 4	<ul> <li>✓ Year 6</li> <li>✓ Year 7</li> <li>✓ Year 8</li> <li>✓ Year 9</li> <li>✓ Year 10</li> </ul>	^
🔽 La	lect all nguage erature		^
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□ Se □	curriculum priori lect all Aboriginal and To Islander histories Asia and Australia with Asia Sustainability eset filters	rres Strait and cultures	^ t
			-

Home / F-10 Curriculum / English

### Home / F-10 Curriculum / English Overview Foundation to Year 10 Curriculum $\sim$ Show/Hide Curriculum $\sim$ Year level descriptions Content descriptions Achievement standards Icons When viewing detailed curriculum information, you C Reset filters Apply filters 🔳 can show or hide level and content descriptions, achievement standards and tags. Year Levels $\sim$ Select all Foundation Year Year 1 $\checkmark$ Year 6 Vear 2 Year 7

## Browse the Curriculum



When viewing curriculum content, you can compare across multiple subjects and bands be selecting the subjects and the corresponding year levels. Only three subjects can be displayed at any one time.

Curriculum	browser				
Show/Hide Curricul		∧ Ori	ganise curriculum by: Year level Subject		≡ Ⅲ ≡
Content descriptio	ins				Next Subject
<ul> <li>Achievement stan</li> <li>Icons</li> </ul>	dards	Ju	mp to year:	5 6	
C Reset filters	Apply filters		History	Geography	Economics and Business
Subjects	Apply litters	•	Year 5	Year 5	Year 5
History		F.	History Level Description	Geography Level Description	Economics and Business Level Description
<ul> <li>Geography</li> <li>Economics and B</li> <li>Civics and Citizen</li> </ul>		T	The Australian Colonies The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the	Factors that shape the human and environmental characteristics of places continues to develop students' understanding of place by focusing on the factors that shape the characteristics of	The Year 5 curriculum gives students the opportunity to develop their understanding of economics and business concepts by exploring the importance of decision-making in
Year levels Select all		^ li	levelopment of a colony. They learn about what ife was like Read full description >	Read full description > 	everyday life. Students develop
Foundation Year Year 1	Year 7	ŀ	Key inquiry questions	A framework for developing students'	Read full description >
└ Year 2 Year 3 Year 4 ✓ Year 5	<ul> <li>Year 8</li> <li>Year 9</li> <li>Year 10</li> <li>Year 10A</li> </ul>		<ul> <li>What do we know about the lives of people in Australia's colonial past and how do we know?</li> <li>How did an Australian colony develop over time and why?</li> </ul>	geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.	Key questions A framework for developing students' <u>economics</u> and <u>business</u> knowledge, understanding and skills at this year level is provided by the following key questions:
✓ Year 6			How did colonial settlement change the environment?	The key inquiry questions for Year 5 are articulated below.	<ul> <li>Why do I have to make choices as a consumer?</li> </ul>
General capabilitie ] Select all ] \$\vec{F}_Literacy	S	^	What were the significant events and who were the significant people that shaped Australian colonies?	<ul> <li>How do people and environments influence one another?</li> </ul>	<ul><li>What influences the decisions I make?</li><li>What can I do to make informed decisions?</li></ul>
<ul> <li>Numeracy</li> <li>Information and technology cap</li> </ul>			Australian colonies? History Content Descriptions Historical Knowledge and Understanding	<ul> <li>How do people influence the human <u>characteristics of places</u> and the management of spaces within them?</li> </ul>	Economics and Business Content Descriptions Economics and Business Knowledge and
Critical and cre	ative thinking	т	The Australian Colonies	<ul> <li>How can the impact of bushfires or floods on people and places be reduced?</li> </ul>	Understanding The difference between needs and wants and

## Search the Curriculum

### When

-- possible missing text --

Search results

Learning area	^	four search for living th	ings' returned 2 results				
Show all Science (2)		Sort by Relevance Title Type					
		ACSSU030   Content description   Year 2   Scie	nce   Science Understanding   Biological sciences	e 🕫 🖬			
Subject	^	Content description	Elaborations				
Show all		Living things grow, change and have offspring	nge and have offspring • representing personal growth and changes from birth				
Science (2)	similar to themselves		<ul> <li>recognising that living things have predictable characteristics at different stages of development</li> </ul>				
Curriculum types Show all	^		<ul> <li>exploring different characteristics of life stages in animals such as egg, caterpillar and butterfly</li> </ul>				
F-10 Curriculum (2)			<ul> <li>observing that all animals have offspring, usually with two parents</li> </ul>				
Curriculum element types	^	ACSHE035   Content description   Year 2   Scien science	nce   Science as a Human Endeavour   Use and influence of 🥂 😴 🕫 👬	∰ TP ¥ ↓			
🗌 🚳 Achievement standard (1)		Content description	Elaborations				
Content description (2)		People use science in their daily lives, including when caring for their environment and living things	<ul> <li>monitoring information about the <u>environment</u> and Earth's resources, such as rainfall, water levels and temperature</li> </ul>				
🗍 🚳 Year level (1)		and iving unings	<ul> <li>finding out about how Aboriginal and Torres Strait Islander people use science to meet their needs, including food supply</li> </ul>				
Year level	^		<ul> <li>exploring how different cultures have made inks, pigments and paints by mixing materials</li> </ul>				
Vear 1 (3)			<ul> <li>identifying the ways humans manage and protect resources, such as</li> </ul>				
🗌 Year 4 (3)			reducing waste and caring for water supplies				
Foundation Year (2)			<ul> <li>recognising that many living things rely on resources that may be threatened, and that science understanding can contribute to the</li> </ul>				
🗸 Year 2 (2)			preservation of such resources				
🗌 Year 10 (1)							
🗌 Year 3 (1)							
🗌 Year 5 (1)							
🗌 Year 6 (1)							
🗌 Year 7 (1)							
🗌 Year 8 (1)							



### Discovering content Downloading curriculum content



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F-10 Curriculum
Senior Secondary Curriculum
Student Diversity

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## F-10 Curriculum

Choose the parameters you want to include below:

All learning areas and subjects	All year levels		All curriculum elements	All curriculum
English	Foundation Year		Cover page	dimensions
Health and Physical Education	Year 1	Year 7	Table of contents	General capabilities
Humanities and Social Sciences	Year 2	Vear 8	Rationale and aims	Cross-curriculum priorities
Civics and Citizenship	Vear 3	Year 9	Organisation	
Economics and Business	Year 4	Year 10	Year level / band	
Geography	Year 5	Year 10A	descriptions	
History	Year 6		Content descriptions	
☐ Mathematics			Content elaborations	
□ Science			Achievement standards	
Technologies			Scope and sequence charts	
Design and Technologies			Glossary	
Digital Technologies				
The Arts				
Dance				
🗌 Drama				
Media Arts				
Music				
☐ Visual Arts				



# Australian Curriculum online

User guide



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