Curriculum Map – Homelessness

General Capabilities

Literacy

Numeracy

ICT

Intercultural Understanding

Critical and Creative Thinking

Personal and Social Capability

Ethical Understanding

Cross-curriculum priorities

CROSS-CURRICULUM PRIORITY	ORGANISING IDEA AND CODE
ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES	Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation **(OI.6)**
	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place **(OI.2)**

Curriculum Map – Homelessness
Year 5

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	✓ Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources **(ACELY1703)** ✓ Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience **(ACELY1704)** ✓ Re-read and edit student's own and others' work using agreed criteria for text structures and language features **(ACELY1705)** ✓ Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements **(ACELY1707)**	
	KNOWLEDGE AND UNDERSTANDING	**SKILLS**
HASS	✓ How people with shared beliefs and values work together to achieve a civic goal **(ACHASSK118)**	✓ Locate and collect relevant information and data from primary sources and secondary sources **(ACHASSI095)** ✓ Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions **(ACHASSI096)** ✓ Examine different viewpoints on actions, events, issues and phenomena in the past and present **(ACHASSI099)** ✓ Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others **(ACHASSI103)** ✓ Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects **(ACHASSI104)**
ACTIVITIES	• **Taking Action Activities** • **Introduction Activity – My Home** • **Introduction Activity - Homelessness**	

Curriculum Map – Homelessness
Year 6

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	✓ Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts **(ACELY1713)** ✓ Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience **(ACELY1714)** ✓ Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements **(ACELY1717)** ✓ Understand the uses of objective and subjective language and bias **(ACELA1517)**	
HASS	**KNOWLEDGE AND UNDERSTANDING**	**SKILLS**
	✓ Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children **(ACHASSK135)** ✓ The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens **(ACHASSK147)**	✓ Examine different viewpoints on actions, events, issues and phenomena in the past and present **(ACHASSI127)** ✓ Locate and collect relevant information and data from primary sources 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)** ✓ Use criteria to make decisions and judgements and consider advantages and disadvantages 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)**
ACTIVITIES	• **Taking Action Activities** • **Workbook Activity 1 – Types of Homelessness** • **Workbook Activity 5 – Vinnies Values**	

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Curriculum Map – Homelessness
Year 7

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	✓ Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources **(ACELY1723)** ✓ Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas **(ACELY1725)** ✓ Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact **(ACELY1726)** ✓ Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts **(ACELY1728)**	
	KNOWLEDGE AND UNDERSTANDING	**SKILLS**
CIVICS AND CITIZENSHIP	✓ How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society **(ACHCK052)** ✓ How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa **(ACHCK053)**	✓ Identify, gather and sort information and ideas from a range of sources **(ACHCS055)** ✓ Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues **(ACHCS056)** ✓ Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action **(ACHCS058)** ✓ Present evidence-based civics and citizenship arguments using subject-specific language **(ACHCS059)** ✓ Reflect on their role as a citizen in Australia's democracy **(ACHCS060)**
GEOGRAPHY	✓ Factors that influence the decisions people make about where to live and their perceptions of the liveability of place **(ACHGK043)** ✓ The influence of accessibility to services and facilities on the liveability of places **(ACHGK044)** ✓ The influence of environmental quality on the liveability of places **(ACHGK045)** ✓ The influence of social connectedness and community identity on the liveability of place **(ACHGK046)**	✓ Represent data in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies **(ACHGS049)** ✓ Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal **(ACHGS054)**
ACTIVITIES	• Taking Action Activities • Workbook Activity 2 – Picture Prompt • Workbook Activity 7 – Mapping Homelessness • Workbook Activity 9 - Liveability	

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Curriculum Map – Homelessness
Year 8

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	✓ Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts **(ACELY1733)** ✓ Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate **(ACELY1736)** ✓ Use a range of software, including word processing programs, to create, edit and publish texts imaginatively **(ACELY1738)** ✓ Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts **(ACELY1810)**	
	KNOWLEDGE AND UNDERSTANDING	**SKILLS**
CIVICS AND CITIZENSHIP	✓ Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian **(ACHCK066)**	✓ Identify, gather and sort information and ideas from a range of sources **(ACHCS069)** ✓ Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues **(ACHCS070)** ✓ Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action **(ACHCS072)** ✓ Present evidence-based civics and citizenship arguments using subject-specific language **(ACHCS073)** ✓ Reflect on their role as a citizen in Australia's democracy **(ACHCS074)**
GEOGRAPHY	✓ Management and planning of Australia's urban future **(ACHGK059)**	✓ Represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies **(ACHGS057)** ✓ Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal **(ACHGS062)**
ACTIVITIES	• **Taking Action Activities** • **Workbook Activity 8 – Causes of Homelessness** • **Workbook Activity 12 – Effects of Homelessness**	

Curriculum Map – Homelessness
Year 9

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	✓ Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts **(ACELY1742)** ✓ Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts **(ACELY1744)** ✓ Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features **(ACELY1746)** ✓ Use a range of software, including word processing programs, flexibly and imaginatively to publish texts **(ACELY1748)**	
	KNOWLEDGE AND UNDERSTANDING	**SKILLS**
CIVICS AND CITIZENSHIP	✓ How and why individuals and groups, including religious groups, participate in and contribute to civic life **(ACHCK079)** ✓ The influence of a range of media, including social media, in shaping identities and attitudes to diversity **(ACHCK080)**	✓ Identify, gather and sort information and ideas from a range of sources and reference as appropriate **(ACHCS083)** ✓ Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action **(ACHCS087)** ✓ Present evidence-based civics and citizenship arguments using subject-specific language **(ACHCS088)** ✓ Reflect on their role as a citizen in Australian, regional and global contexts **(ACHCS089)**
ACTIVITIES	• **Taking Action Activities** • **News Article Analysis** • **Plan for Action** • **Homelessness Webquest**	

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Curriculum Map – Homelessness
Year 10

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	✓ Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues **(ACELY1756)** ✓ Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects **(ACELY1757)** ✓ Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user **(ACELY1776)**	
	KNOWLEDGE AND UNDERSTANDING	**SKILLS**
GEOGRAPHY	✓ Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places **(ACHGK076)** ✓ Reasons for spatial variations between countries in selected indicators of human wellbeing **(ACHGK077)** ✓ The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries **(ACHGK081)**	✓ Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate **(ACHGS079)**
ACTIVITIES	• **Taking Action Activities** • **Workbook Activity 11 - Homeless Comparison** • **Homelessness Webquest** • **Workbook Activity 3 – Human Rights**	

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