

Should I drink bottled water? – Year 7

Year 7 – Should I drink bottled water?			
Science	English	Geography	Economics and business
Content descriptions			
Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113)	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)	Classification of environmental resources and the forms that water takes as a resource (ACHGK037)	The ways consumers and producers interact and respond to each other in the market (ACHEK017)
Water is an important resource that cycles through the environment (ACSSU222)	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)	The way that flows of water connects places as it moves through the environment and the way this affects places (ACHGK038)	Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021)
Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSHE120)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)	The quantity and variability of Australia's water resources compared with other continents (ACHGK039)	Gather relevant data and information from a range of digital, online and print sources (ACHES022)
Summarise data from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions (ACSIS130)	Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)	The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)	Interpret data and information displayed in different formats to identify relationships and trends (ACHES023)
Use scientific knowledge and findings from investigations to evaluate claims (ACSIS132)	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)	Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047)	Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES024)
	Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular	Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical	Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025)

Year 7 – Should I drink bottled water?			
Science	English	Geography	Economics and business
	language, visual, and audio features to convey information and ideas (ACELY1725)	protocols, from appropriate primary and secondary sources (ACHGS048)	
		Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships (ACHGS051)	Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES026)
		Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052)	
		Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053)	
		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)	
Achievement standards			
By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are	By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.	By the end of Year 7, students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people and places and environments and describe how these interconnections change places and environments. They describe alternative strategies to a geographical challenge referring to	By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.

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<p>formed and cycle through Earth systems. They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society.</p> <p>Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.</p>	<p>They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.</p> <p>Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.</p>	<p>environmental, economic and social factors.</p> <p>Students identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful information and data. They record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. They interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions. Students present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.</p>	<p>When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.</p>

Year 7 – Should I drink bottled water?							
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding	Key terms/foci
Typically, by the end of Year 7, students:							
navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations	solve complex problems by estimating and calculating using efficient mental, written and digital strategies	locate, retrieve or generate information using search facilities and organise information in meaningful ways	pose questions to probe assumptions and investigate complex issues	analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	analyse the ethical dimensions of beliefs and the need for action in a range of settings	assess diverse perspectives and the assumptions on which they are based	Impact of consumer decisions on society and the environment Global issues Local issues
Activity 1 Activity 2 Activity 3 Activity 5	Activity 1 Activity 4 Activity 5 Activity 6	Activity 3 Activity 4 Activity 5 Activity 6	Activity 4 – If extension is undertaken Activity 5 Activity 6	Activity 7	Activity 6 Activity 7	Activity 1 Activity 2	Water management Distillation
interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies	identify trends using number rules and relationships	design and modify simple digital solutions, or multimodal creative outputs or data transformations for particular audiences and purposes following recognised conventions	clarify information and ideas from texts or images when exploring challenging issues	assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	analyse inconsistencies in personal reasoning and societal ethical decision making	imagine and describe the feelings and motivations of people in challenging situations	Scientific experiments Filtration Purify Water purification processes
Activity 1 Activity 2 Activity 3 Activity 5	Activity 1 Activity 4 Activity 5		Activity 1 Activity 2 Activity 3 Activity 5 Activity 6	Activity 7	Activity 6 Activity 7	Activity 1 Activity 2	Personal costs Collective costs
compose and edit longer sustained learning area texts	visualise and describe the proportions of percentages, ratios and rates	use appropriate ICT to collaboratively generate ideas and develop plans	draw parallels between known and new ideas to create new ways of achieving goals		investigate scenarios that highlight ways that personal dispositions and actions can affect consequences		Environmental costs Water cycle
Activity 3 Activity 5	Activity 1	Activity 5	Activity 5 Activity 6		Activity 6 Activity 7		Environmental responsibility

use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts	create and interpret 2D and 3D maps, models and diagrams		generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting		analyse rights and responsibilities in relation to the duties of a responsible citizen		Water scarcity Water and production of food
Activity 1 Activity 3 Activity 4 Activity 5	Activity 3 Activity 5 Activity 6		Activity 6		Activity 7		
use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others	convert between common metric units for volume and capacity and use perimeter, area and volume formulas to solve authentic problems		predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action		draw conclusions from a range of points of view associated with challenging ethical dilemmas		
Activity 3 Activity 6	Activity 4 – in relation to volume and mass Activity 5 Activity 6		Activity 6		Activity 6 Activity 7		
recognise and use aspects of language to suggest possibility, probability, obligation and conditionality			identify gaps in reasoning and missing elements in information				
Activity 5 – if extension is undertaken			Activity 6				



use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer			differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions				
Activity 5 – if extension is undertaken			Activity 6				
use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts			explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified				
Activity 3			Activity 6				

How can we reduce our spending? – Year 7

Year 7 – How can we reduce our spending?		
Mathematics	English	Economics and business
Content descriptions		
Round decimals to a specified number of decimal places (ACMNA156)	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)	The ways consumers and producers interact and respond to each other in the market (ACHEK017)
Investigate and calculate 'best buys', with and without digital technologies (ACMNA174)	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)	Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHEK018)
Identify and investigate issues involving numerical data collected from primary and secondary sources (ACMSP169)		Interpret data and information displayed in different formats to identify relationships and trends (ACHES023)
		Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES024)
		Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025)
		Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES026)
Achievement standards		
By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent	By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different	By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist. When researching, students develop questions and gather data and information from different sources to investigate an economic or business

Year 7 – How can we reduce our spending?		
Mathematics	English	Economics and business
<p>transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.</p> <p>Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.</p>	<p>perspectives in texts.</p> <p>Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.</p>	<p>issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.</p>

Year 7 – How can we reduce our spending?					
General capabilities					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Key terms/foci
Typically, by the end of Year 7, students:					
navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations	solve complex problems by estimating and calculating using efficient mental, written and digital strategies	locate, retrieve or generate information using search facilities and organise information in meaningful ways	pose questions to probe assumptions and investigate complex issues	identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning	Unit prices Budget Expenses
Activity 2 Activity 3	Activity 1 Activity 2	Activity 2 Activity 3 (if students research	Activity 4	Activity 1	Calculate up

Year 7 – How can we reduce our spending?					
General capabilities					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Key terms/foci
Activity 4	Activity 3 Activity 4 Activity 5	to find answers) Activity 4			Brand recognition Average cost
interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies	identify and justify 'best value for money' decisions		clarify information and ideas from texts or images when exploring challenging issues	assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	Savings measures Best value for money Mobile phone unit price
Activity 3 Activity 4	Activity 1 Activity 4 Activity 5		Activity 3 Activity 4	Activity 2 Activity 4	Mobile phone plans
use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts	identify trends using number rules and relationships		draw parallels between known and new ideas to create new ways of achieving goals		Bill shock Flag fall
Activity 2 Activity 3 Activity 4	Activity 2 Activity 4		Activity 1 Activity 2 Activity 4 Activity 5		
use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others	convert between common metric units for volume and capacity and use perimeter, area and volume formulas to solve authentic problems		generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting		

Year 7 – How can we reduce our spending?					
General capabilities					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Key terms/foci
Activity 5	Activity 2		Activity 4		
recognise and use aspects of language to suggest possibility, probability, obligation and conditionality			predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action		
Activity 5			Activity 4 Activity 5		
			assess assumptions in their thinking and invite alternative opinions		
			Activity 1		
			evaluate and justify the reasons behind choosing a particular problem-solving strategy		
			Activity 1		
			justify reasons for decisions when transferring information to similar and different contexts		
			Activity 1 Activity 4 Activity 5		
			differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions		
			Activity 4 Activity 5		

Year 7 – How can we reduce our spending?					
General capabilities					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Key terms/foci
			explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified		
			Activity 4 Activity 5		

Light up the globe - Year 8

Year 8 – Light up the globe!		
Science	English	Economics and business
Content descriptions		
Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems (ACSSU155)	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)	The ways markets in Australia operate to enable the distribution of resources, and why they may be influenced by government (ACHEK027)
In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task (AC SIS141)	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)	The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making (ACHEK029)
Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate (AC SIS144)		Types of businesses and the ways that businesses respond to opportunities in Australia (ACHEK030)
Summarise data from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions (AC SIS145)		Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES032)
		Gather relevant data and information from a range of digital, online and print sources (ACHES033)
		Interpret data and information displayed in different formats to identify relationships and trends (ACHES034)
		Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES035)
		Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES036)
		Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES037)
Achievement standards		
By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the	By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how	By the end of Year 8, students explain how markets operate and recognise why governments may influence the market's operation.

Year 8 – Light up the globe!		
Science	English	Economics and business
<p>properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the timescales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. They reflect on implications of these solutions for different groups in society.</p> <p>Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.</p>	<p>this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.</p> <p>Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.</p>	<p>They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work and factors that may affect work in the future.</p> <p>When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.</p>

Year 8: Light up the globe						
General capabilities						
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Key terms/foci
Navigate, read and view a variety of	Solve complex problems by estimating	Locate, retrieve or generate information	Pose questions to probe assumptions and	Select, use and analyse strategies that	Analyse the ethical dimensions of beliefs and the need for action in a range of	Factors that affect

Year 8: Light up the globe						
General capabilities						
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Key terms/foci
challenging subject-specific texts with a wide range of graphic representations	and calculating using efficient mental, written and digital strategies	using search facilities and organise information in meaningful ways	investigate complex issues	assist in regulating behaviour and achieving personal and learning goals	settings	consumer decisions Consumer choices Light sources Consumer behaviour Effects of consumer decisions Fair test Environmental and legal considerations when making decisions
Activity 1 Activity 3	Activity 2 Activity 6 Activity 7 Activity 8	Activity 3	Activity 3 Activity 5 Activity 6 Activity 8	Activity 5 Activity 9	Activity 3 Activity 9	
Interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies	Identify and justify 'best value for money' decisions	Design and modify simple digital solutions, or multimodal creative outputs or data transformations for particular audiences and purposes following recognised conventions	Clarify information and ideas from texts or images when exploring challenging issues	Assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence	Analyse rights and responsibilities in relation to the duties of a responsible citizen	
Activity 3	Activity 7 Activity 8	Activity 2 Activity 5	Activity 3 Activity 5 Activity 6 Activity 8	Activity 2	Activity 9	
Compose and edit longer sustained learning area texts	Identify trends using number rules and relationships	Use appropriate ICT to collaboratively generate ideas and develop plans	Draw parallels between known and new ideas to create new ways of achieving goals	Assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	Draw conclusions from a range of points of view associated with challenging ethical dilemmas	
Activity 6	Activity 7	Activity 6	Activity 4	Activity 1	Activity 3	

Year 8: Light up the globe						
General capabilities						
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Key terms/foci
	Activity 8	Activity 7 Activity 8	Activity 5 Activity 6 Activity 8 Activity 9	Activity 2 Activity 3 Activity 4 Activity 6	Activity 9	
Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts	Create and interpret 2D and 3D maps, models and diagrams	Independently select and operate a range of devices by adjusting relevant software functions to suit specific tasks, and independently use common troubleshooting procedures to solve routine malfunctions	Generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting	Assess individual and group decision-making processes in challenging situations		
Activity 1 Activity 3 Activity 4 Activity 6	Activity 4 Activity 5 Activity 6	Activity 2 Activity 6 Activity 7 Activity 8	Activity 1 Activity 3 Activity 4 Activity 6	Activity 3 Activity 4 Activity 9		

Year 8: Light up the globe						
General capabilities						
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Key terms/foci
Use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others	Compare, interpret and assess the effectiveness of different data displays of the same information		Predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action			
Activity 2 Activity 4 Activity 6 Activity 9	Activity 2 Activity 7 Activity 8		Activity 1 Activity 4 Activity 5 Activity 6 Activity 8 Activity 9			
Recognise and use aspects of language to suggest possibility, probability, obligation and conditionality	Convert between common metric units for volume and capacity and use perimeter, area and volume formulas to solve authentic problems		Evaluate and justify the reasons behind choosing a particular problem-solving strategy			
Activity 4	Activity 2		Activity 6			

Year 8: Light up the globe						
General capabilities						
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Key terms/foci
Activity 9	Activity 7 Activity 8					
Use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer	use 12- and 24-hour systems within a single time zone to solve time problems, and place personal and family events on an extended time scale		Identify gaps in reasoning and missing elements in information			
Activity 9	Activity 7 Activity 8		Activity 6			
Use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts			Justify reasons for decisions when transferring information to similar and different contexts			
Activity 6 Activity 9			Activity 2 Activity 4 Activity 6 Activity 8 Activity 9			
			Differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions			
			Activity 4 Activity 6			

Year 8: Light up the globe						
General capabilities						
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Key terms/foci
			Activity 8 Activity 9			
			Explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified			
			Activity 4 Activity 6 Activity 8			

How can we access money overseas? - Year 8

Year 8 – How can we access money overseas?		
Mathematics	English	Economics and business
Content descriptions		
Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (ACMNA183)	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)	The ways markets in Australia operate to enable the distribution of resources, and why they may be influenced by government (ACHEK027)
Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)	The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets (ACHEK028)
Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188)	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)	Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES032)
Solve problems involving profit and loss, with and without digital technologies (ACMNA189)		Gather relevant data and information from a range of digital, online and print sources (ACHES033)
		Interpret data and information displayed in different formats to identify relationships and trends (ACHES034)
		Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES035)
		Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES036)
		Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES037)
Achievement standards		
By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole	By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language	By the end of Year 8, students explain how markets operate and recognise why governments may influence the market's

Year 8 – How can we access money overseas?		
Mathematics	English	Economics and business
<p>numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.</p> <p>Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of complementary events and calculate the sum of probabilities</p>	<p>mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.</p> <p>Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.</p>	<p>operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work and factors that may affect work in the future.</p> <p>When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.</p>

Year 8 – How can we access money overseas?					
General capabilities					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Key terms/foci
Navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations	Solve complex problems by estimating and calculating using efficient mental, written and digital strategies	Locate, retrieve or generate information using search facilities and organise information in meaningful ways	Pose questions to probe assumptions and investigate complex issues	Assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	Value Conversion Equivalence Bartering system Barter Moneyless market Relative value Exchange rates Buy rate Sell rate Travel money card ATMs
Activity 1 Activity 2 Activity 3 Activity 4	Activity 2 Activity 3 Activity 4 Activity 5	Activity 2 Activity 3 Activity 4	Activity 2 Activity 3 Activity 4	Activity 2 Activity 4	
Interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies	Identify and justify 'best value for money' decisions	Design and modify simple digital solutions, or multimodal creative outputs or data transformations for particular audiences and purposes following recognised conventions	Clarify information and ideas from texts or images when exploring challenging issues		
Activity 1 Activity 2 Activity 3 Activity 4	Activity 3 Activity 5	Activity 5 – if using ICT to produce texts	Activity 2 Activity 3 Activity 4		
Compose and edit longer sustained learning area	Visualise and describe the proportions of	Independently select and operate a range of devices	Draw parallels between known and new ideas to		

Year 8 – How can we access money overseas?					
General capabilities					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Key terms/foci
texts	percentages, ratios and rates	by adjusting relevant software functions to suit specific tasks, and independently use common troubleshooting procedures to solve routine malfunctions	create new ways of achieving goals		
Activity 5	Activity 1 Activity 2 Activity 3 Activity 4 Activity 5	Activity 3 Activity 4	Activity 4		
Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts	Solve problems using simple percentages, ratios and rates		Generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting		
Activity 1 Activity 2 Activity 3 Activity 4	Activity 1 Activity 2 Activity 3 Activity 4 Activity 5		Activity 4		

Year 8 – How can we access money overseas?					
General capabilities					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Key terms/foci
Plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience			Predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action		
Activity 5			Activity 4		
Use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others			Justify reasons for decisions when transferring information to similar and different contexts		
Activity 2 Activity 3 Activity 4 Activity 5			Activity 4		
Recognise and use aspects of language to suggest possibility, probability, obligation and conditionality			Differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions		
Activity 5			Activity 4		



Year 8 – How can we access money overseas?

General capabilities

Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Key terms/foci
			Explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified		
			Activity 4		

How can we obtain more money? – Year 9

Year 9 – How can we obtain more money?			
Mathematics	English	Economics and business	Work Studies
Content descriptions			
Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems (ACMNA208)	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)	Australia as a trading nation and its place within the rising economies of Asia and broader global economy (ACHEK038)	Explain how the application of entrepreneurial behaviours can address a range of work and community challenges and provide benefits personally and to the community (ACWSCL011)
Solve problems involving simple interest (ACMNA211)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)	Why and how people manage financial risks and rewards in the current Australian and global financial landscape (ACHEK040)	Source career information and resources (ACWSCL014)
Sketch linear graphs using the coordinates of two points and solve linear equations (ACMNA215)	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)	The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market (ACHEK041)	Describe the nature of work in Australia and the implications for current and future work opportunities (ACWSCL015)
Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources (ACMSP228)		The changing roles and responsibilities of participants in the Australian or global workplace (ACHEK042)	Identify the importance of rights and responsibilities for employers and workers (ACWSCL019)
Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians (ACMSP227)		Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES043)	
Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources (ACMSP228)		Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044)	
Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread (ACMSP283)		Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate	

Year 9 – How can we obtain more money?			
Mathematics	English	Economics and business	Work Studies
		alternative perspectives (ACHES045)	
		Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES046)	
		Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES047)	
		Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES048)	
		Reflect on the intended and unintended consequences of economic and business decisions (ACHES049)	
Achievement standards			
<p>By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.</p> <p>Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line</p>	<p>By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.</p> <p>Students understand how to use a variety of</p>	<p>By the end of Year 9, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.</p>	<p>By the end of Year 9 students understand the importance and components of self-directed and lifelong learning. They investigate the skills and personal qualities associated with a range of occupations and explain the importance of teamwork and collaboration. They identify the types and purposes of communication in workplaces, including social media. Students understand entrepreneurial behaviours and their importance for work and in addressing a range of challenges. They explain the relationships between self-awareness and career planning resources. They investigate the changes</p>

Year 9 – How can we obtain more money?			
Mathematics	English	Economics and business	Work Studies
<p>segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.</p>	<p>language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.</p>	<p>When researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue. They gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships. Students generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts. They analyse the effects of economic and business decisions and the potential consequences of alternative actions.</p>	<p>occurring in work, workplaces and work-related relationships and the factors contributing to the changes. They identify opportunities associated with these changes. Students identify the contribution of diverse cultures to work and workplaces. They describe formal and informal recruitment processes.</p> <p>Students plan and implement strategies to improve their learning and strengthen their individual learning skills. Students research and analyse information, organise teams, and communicate effectively using appropriate types of communications in a given context. They propose explanations and predict outcomes. Students practise entrepreneurial skills and attributes and propose actions in response to identified work and community challenges. They research and filter relevant career information resources. Students create career scenarios and identify the skills to manage career transitions. Students collect and evaluate data and information to draw conclusions about changes to work arrangements and their potential impact on their future. Students synthesise data and information to form reasoned conclusions. Students present their findings and explanations.</p>

Year 9: How can we obtain more money?

General capabilities

Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Key terms/foci
Typically, by the end of Year 10, students:						
navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations	solve and model problems involving complex data by estimating and calculating using a variety of efficient mental, written and digital strategies	select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation	pose questions to critically analyse complex issues and abstract ideas	assess their strengths and challenges and devise personally appropriate strategies to achieve future success	critique generalised statements about ethical concepts	Types of income Part time work Commission Benefits of work
Activity 1 Activity 4	Activity 1 Activity 3 Activity 5 Activity 6	Activity 2 Activity 3 Activity 5	Activity 1 Activity 2 Activity 4	Activity 1	Activity 2 Activity 4	Writing algebraic formulas Linear graphing
interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies	evaluate financial plans to support specific financial goals	use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings	clarify complex information and ideas drawn from a range of sources	critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks	distinguish between the ethical and non-ethical dimensions of complex issues	Small business proportionality Direct proportionality Linear relationships Variables
Activity 1 Activity 4	Activity 4 Activity 6	Activity 3 Activity 4 Activity 5 Activity 6	Activity 2	Activity 1	Activity 2	Reliability Inflation
use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and		develop and use criteria to systematically to evaluate the quality, suitability and credibility of located data or information and source	critically analyse independently sourced information to determine bias and reliability		evaluate diverse perceptions and ethical bases of action in complex contexts	Population Census Sample

Year 9: How can we obtain more money?						
General capabilities						
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Key terms/foci
ideas, refine opinions and arguments in preparation for creating texts						Random sample Sample size
Activity 1 Activity 2 Activity 3 Activity 4 Activity 5		Activity 2	Activity 2		Activity 2	Effects of financial decisions now and in the future Financial institutions
plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience	explain how the practical application of patterns can be used to identify trends	select and use ICT to articulate ideas and concepts, and plan the development of complex solutions	assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action			Fairness Cost of living Rising cost of goods
Activity 6	Activity 3 Activity 4 Activity 5	Activity 6	Activity 6			
use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using	illustrate and order relationships for fractions, decimals, percentages, ratios and rates	design, modify and manage complex digital solutions, or multimodal creative outputs or data transformations for a range of audiences and purposes	balance rationale and irrational components of a complex or ambiguous problem to evaluate evidence			

Year 9: How can we obtain more money?						
General capabilities						
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Key terms/foci
conventions for citing others						
Activity 2 Activity 3 Activity 4 Activity 5 Activity 6	Activity 1 Activity 3 Activity 4 Activity 6	Activity 2 Activity 6	Activity 6			
use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgment			use logical and abstract thinking to analyse and synthesise complex information to inform a course of action			
Activity 2			Activity 2 Activity 3 Activity 6			
	solve problems involving fractions, decimals, percentages, ratios and rates	select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge				
	Activity 1 Activity 3 Activity 4 Activity 6	Activity 2 Activity 6				
	evaluate media statistics and trends by linking					



Year 9: How can we obtain more money?

General capabilities

Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Key terms/foci
	claims to data displays, statistics and representative data					
	Activity 2					

Could I live smaller? Year 9

Year 9 – Could I live smaller?			
English	Economics and business	Geography	HPE
Content descriptions			
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)	Australia as a trading nation and its place within the rising economies of Asia and broader global economy (ACHEK038)	The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)	Evaluate factors that shape identities and critically analyse how individuals impact on the identities of others (ACPPS089)
Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)	Why and how participants in the global economy are dependent on each other (ACHEK039)		
Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)	Why and how people manage financial risks and rewards in the current Australian and global financial landscape (ACHEK040)		
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)	The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market (ACHEK041)		
Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)	Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044)		
Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)	Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES045)		
	Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action		

Year 9 – Could I live smaller?			
English	Economics and business	Geography	HPE
	(ACHES046)		
	Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES047)		
	Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES048)		
	Reflect on the intended and unintended consequences of economic and business decisions (ACHES049)		
Achievement standards			
<p>By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.</p> <p>Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.</p>	<p>By the end of Year 9, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.</p> <p>When researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue. They gather and analyse relevant data and information from different sources to</p>	<p>By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.</p> <p>Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary</p>	<p>By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.</p> <p>Students demonstrate leadership, fair play and</p>

Year 9 – Could I live smaller?			
English	Economics and business	Geography	HPE
<p>Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.</p>	<p>answer questions, identify trends and explain relationships. Students generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts. They analyse the effects of economic and business decisions and the potential consequences of alternative actions.</p>	<p>and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.</p>	<p>cooperation across a range of movement and health contexts. They apply decision-making and problem solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.</p>

Year 9: Could I live smaller?						
General capabilities						
Literacy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding	Key terms/foci
Typically, by the end of Year 10, students:						
navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations	assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use	pose questions to critically analyse complex issues and abstract ideas	reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability	analyse the objectivity or subjectivity behind decision making where there are many possible consequences	recognise the effect that empathising with others has on their own feelings, motivations and actions	Needs and wants Consumerism Advertising Waste products Consumer identity Retail The economy Market Landfill Oversupply Easy credit Online shopping Spending Savings Donating Consumer behaviour e-commerce pitfalls of online shopping
Activity 1 Activity 5 Activity 7	Activity 7	Activity 5 Activity 7	Activity 3	Activity 4	Activity 4	
interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies	select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation	clarify complex information and ideas drawn from a range of sources	plan, implement and evaluate ways of contributing to civil society at local, national regional and global level			
Activity 1 Activity 5 Activity 6 Activity 7	Activity 3 Activity 4 Activity 5 Activity 6	Activity 6 Activity 7 Activity 3 Activity 5 Activity 6	Activity 8			
use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts	use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings	create and connect complex ideas using imagery, analogies and symbolism	formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks			
Activity 1 Activity 2 Activity 3 Activity 5	Activity 5 Activity 7	Activity 3 Activity 4	Activity 5			

Year 9: Could I live smaller?						
General capabilities						
Literacy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding	Key terms/foci
Activity 6 Activity 7						
plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience	select and use ICT to articulate ideas and concepts, and plan the development of complex solutions	assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action	critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks			
Activity 5 Activity 8	Activity 1	Activity 4	Activity 5			
use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others	design, modify and manage complex digital solutions, or multimodal creative outputs or data transformations for a range of audiences and purposes	identify, plan and justify transference of knowledge to new contexts	develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making			
Activity 2 Activity 6 Activity 8	Activity 8	Activity 1 Activity 3 Activity 4 Activity 5	Activity 3 Activity 5			
develop higher order concepts in academic texts through language features that compact and generalise idea	develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and source	use logical and abstract thinking to analyse and synthesise complex information to inform a course of action				
Activity 8	Activity 7	Activity 2				
indirectly expresses opinions and constructs representations of people and events, and	select and use a range of ICT tools efficiently and safely to share and exchange					

Year 9: Could I live smaller?						
General capabilities						
Literacy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding	Key terms/foci
consider expressed and implied judgments	information, and to collaboratively and purposefully construct knowledge					
Activity 8	Activity 1 Activity 3					
evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances						
Activity 7 Activity 8						

MilbaDjunga Smart Money – How do I start my own business? Years 9&10

Year 9 MilbaDjunga Smart Money – How do I start my own business?					
Mathematics	English	Economics and business	Civics and Citizenship	Design and Technologies (By the end of Year 10)	Work Studies
Content descriptions					
Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems (ACMNA208)			How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079)	Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051)	Identify types of entrepreneurial behaviours and their opportunities for application to 21st century work and enterprise (ACWSCL010)
Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources (ACMSP228)		Why and how people manage financial risks and rewards in the current Australian and global financial landscape (ACHEK040)	Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087)	Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052)	Explain how the application of entrepreneurial behaviours can address a range of work and community challenges and provide benefits personally and to the community (ACWSCL011)
	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)	The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market (ACHEK041)	Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088)		Practise the skills and attributes underpinning entrepreneurial behaviours (ACWSCL012)
	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)	The changing roles and responsibilities of participants in the Australian or global workplace (ACHEK042)	Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)		Recognise the importance of self-awareness in career and life design (ACWSCL013)
	Use interaction skills to present and discuss an idea	Develop questions and hypotheses about an			Source career information and resources (ACWSCL014)

Year 9 MilbaDjunga Smart Money – How do I start my own business?					
Mathematics	English	Economics and business	Civics and Citizenship	Design and Technologies (By the end of Year 10)	Work Studies
	and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)	economic or business issue or event, and plan and conduct an investigation (ACHES043)			
		Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044)			Investigate formal and informal recruitment processes (ACWSCL017)
		Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES046)			
		Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES047)			
		Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics			

Year 9 MilbaDjunga Smart Money – How do I start my own business?					
Mathematics	English	Economics and business	Civics and Citizenship	Design and Technologies (By the end of Year 10)	Work Studies
		and business conventions, language and concepts (ACHES048)			
		Reflect on the intended and unintended consequences of economic and business decisions (ACHES049)			
Achievement standards					
<p>By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.</p> <p>Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use</p>	<p>By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.</p> <p>Students understand how to use a variety of language features to create different levels of meaning. They</p>	<p>By the end of Year 9, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.</p> <p>When researching, students develop questions and</p>	<p>By the end of Year 9, students evaluate features of Australia's political system, and identify and analyse the influences on people's political choices. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life.</p> <p>When researching, students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues.</p>	<p>By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.</p> <p>Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success.</p>	<p>By the end of Year 9 students understand the importance and components of self-directed and lifelong learning. They investigate the skills and personal qualities associated with a range of occupations and explain the importance of teamwork and collaboration. They identify the types and purposes of communication in workplaces, including social media. Students understand entrepreneurial behaviours and their importance for work and in addressing a range of challenges. They explain the relationships between self-awareness and career planning resources. They investigate the changes occurring in work, workplaces and work-related relationships and the factors contributing to the changes. They identify opportunities associated with these changes. Students identify the contribution of diverse cultures to work and workplaces. They describe formal</p>

Year 9 MilbaDjunga Smart Money – How do I start my own business?					
Mathematics	English	Economics and business	Civics and Citizenship	Design and Technologies (By the end of Year 10)	Work Studies
<p>Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.</p>	<p>understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.</p>	<p>simple hypotheses to frame an investigation of an economic or business issue. They gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships. Students generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts. They analyse the effects of economic and business decisions and the potential consequences of alternative actions.</p>	<p>When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.</p>	<p>including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.</p>	<p>and informal recruitment processes. Students plan and implement strategies to improve their learning and strengthen their individual learning skills. Students research and analyse information, organise teams, and communicate effectively using appropriate types of communications in a given context. They propose explanations and predict outcomes. Students practise entrepreneurial skills and attributes and propose actions in response to identified work and community challenges. They research and filter relevant career information resources. Students create career scenarios and identify the skills to manage career transitions. Students collect and evaluate data and information to draw conclusions about changes to work arrangements and their potential impact on their future. Students synthesise data and information to form reasoned conclusions. Students present their findings and explanations.</p>

Year 10 Milbadjunga SmartMoney – How do I start my own business?					
Mathematics	English	Economics and business	Civics and Citizenship	Design and Technologies (By the end of Year 10)	Work Studies
Content descriptions					
Apply the four operations to simple algebraic fractions with numerical denominators (ACMNA232)	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)	Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions (ACHEK053)	Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100)	Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051)	Identify types of entrepreneurial behaviours and their opportunities for application to 21st century work and enterprise (ACWSCL010)
Substitute values into formulas to determine an unknown (ACMNA234)	Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)	The ways businesses respond to changing economic conditions and improve productivity through organisational management and workforce management (ACHEK054)	Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS101)	Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052)	Explain how the application of entrepreneurial behaviours can address a range of work and community challenges and provide benefits personally and to the community (ACWSCL011)
		Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES055)	Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)		Practise the skills and attributes underpinning entrepreneurial behaviours (ACWSCL012)
		Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES056)			Recognise the importance of self-awareness in career and life design (ACWSCL013)
		Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate			Source career information and resources (ACWSCL014)

Year 10 Milbadjunga SmartMoney – How do I start my own business?					
Mathematics	English	Economics and business	Civics and Citizenship	Design and Technologies (By the end of Year 10)	Work Studies
		criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES058)			
		Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES059)			Investigate formal and informal recruitment processes (ACWSCL017)
		Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES060)			
		Reflect on the intended and unintended consequences of economic and business decisions (ACHES061)			
Achievement standards					
By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area	By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to	By the end of Year 10, students explain why and how governments manage economic performance to improve living standards. They give explanations for variations in economic performance and standards	By the end of Year 10, students compare and evaluate the key features and values of systems of government, and analyse the Australian Government's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's	By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed	By the end of Year 9 students understand the importance and components of self-directed and lifelong learning. They investigate the skills and personal qualities associated with a range of occupations and explain the importance of teamwork and

Year 10 Milbadjunga SmartMoney – How do I start my own business?					
Mathematics	English	Economics and business	Civics and Citizenship	Design and Technologies (By the end of Year 10)	Work Studies
<p>and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.</p> <p>Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.</p>	<p>the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.</p> <p>Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions</p>	<p>of living within and between economies. They analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions. They explain how businesses respond to changing economic conditions and improve productivity. Students evaluate the effect of organisational and workforce management on business performance.</p> <p>When researching, students develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event. They gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions. Students generate alternative responses to an issue, taking into account multiple perspectives. They use cost benefit analysis and appropriate criteria to propose and justify a course</p>	<p>international legal obligations influence law and government policy. Students evaluate a range of factors that sustain democratic societies.</p> <p>When researching, students evaluate a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on civics and citizenship issues. When planning for action, students take account of multiple perspectives and ambiguities, use democratic processes, and negotiate solutions to an issue. Students develop and present evidenced-based arguments incorporating different points of view on civics and citizenship issues. They use appropriate texts, subject-specific language and concepts. They evaluate ways they can be active and informed citizens in different contexts</p>	<p>solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.</p> <p>Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans</p>	<p>collaboration. They identify the types and purposes of communication in workplaces, including social media. Students understand entrepreneurial behaviours and their importance for work and in addressing a range of challenges. They explain the relationships between self-awareness and career planning resources. They investigate the changes occurring in work, workplaces and work-related relationships and the factors contributing to the changes. They identify opportunities associated with these changes. Students identify the contribution of diverse cultures to work and workplaces. They describe formal and informal recruitment processes.</p> <p>Students plan and implement strategies to improve their learning and strengthen their individual learning skills. Students research and analyse information, organise teams, and communicate effectively using appropriate types of communications in a given context. They propose explanations and predict</p>

Year 10 Milbadjunga SmartMoney – How do I start my own business?					
Mathematics	English	Economics and business	Civics and Citizenship	Design and Technologies (By the end of Year 10)	Work Studies
	and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.	of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments incorporating different points of view. They use appropriate texts, subject-specific language, conventions and concepts. They analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.		when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.	outcomes. Students practise entrepreneurial skills and attributes and propose actions in response to identified work and community challenges. They research and filter relevant career information resources. Students create career scenarios and identify the skills to manage career transitions. Students collect and evaluate data and information to draw conclusions about changes to work arrangements and their potential impact on their future. Students synthesise data and information to form reasoned conclusions. Students present their findings and explanations.

Milbadjunga SmartMoney – Years 9 & 10							
GENERAL CAPABILITIES							
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding	Key terms/foci
Typically, by the end of Year 10, students:							
<ul style="list-style-type: none"> navigate, read and view a wide range of more demanding subject-specific texts with an 	<ul style="list-style-type: none"> solve and model problems involving complex data by estimating and calculating using a 	<ul style="list-style-type: none"> select and use a range of ICT independently and collaboratively, analyse information 	<ul style="list-style-type: none"> pose questions to critically analyse complex issues and abstract ideas 	<ul style="list-style-type: none"> assess their strengths and challenges and devise personally appropriate 	<ul style="list-style-type: none"> analyse the objectivity or subjectivity behind decision making where there are 	<ul style="list-style-type: none"> present a balanced view on issues where conflicting views cannot easily be resolved 	Producers Consumers Local

Milbadjunga SmartMoney – Years 9 & 10							
GENERAL CAPABILITIES							
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding	Key terms/foci
Typically, by the end of Year 10, students:							
extensive range of graphic representations	variety of efficient mental, written and digital strategies	to frame questions and plan search strategies or data generation		strategies to achieve future success	many possible consequences		businesses Revenue Expenditure Profit and Loss Target audience Marketing
<ul style="list-style-type: none"> Section 1 Section 2 	<ul style="list-style-type: none"> Section 3 Section 4 	<ul style="list-style-type: none"> Section 1 Section 3 Section 4 	<ul style="list-style-type: none"> Section 1 Section 3 Section 4 	<ul style="list-style-type: none"> Section 5 	<ul style="list-style-type: none"> Section 5 	<ul style="list-style-type: none"> Section 5 	Profit Loss Market analysis Planning operations Service operations plan
<ul style="list-style-type: none"> listen to a range of extended spoken and audio texts and respond to, interpret and evaluate ideas, information and opinions 	<ul style="list-style-type: none"> evaluate financial plans to support specific financial goals 	<ul style="list-style-type: none"> use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings 	<ul style="list-style-type: none"> clarify complex information and ideas drawn from a range of sources 	<ul style="list-style-type: none"> plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels 	<ul style="list-style-type: none"> use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas 		Government regulations Balance sheet
<ul style="list-style-type: none"> Section 2 	<ul style="list-style-type: none"> Section 3 Section 4 	<ul style="list-style-type: none"> Section 1 Section 3 Section 4 	<ul style="list-style-type: none"> Section 1 Section 2 	<ul style="list-style-type: none"> Section 5 	<ul style="list-style-type: none"> Section 5 		Cash flow Weekly account keeping Daily account keeping
<ul style="list-style-type: none"> interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies 	<ul style="list-style-type: none"> illustrate and order relationships for fractions, decimals, percentages, ratios and rates 	<ul style="list-style-type: none"> select and use ICT to articulate ideas and concepts, and plan the development of complex solutions 	<ul style="list-style-type: none"> speculate on creative options to modify ideas when circumstances change 	<ul style="list-style-type: none"> develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision 			

Milbadjunga SmartMoney – Years 9 & 10							
GENERAL CAPABILITIES							
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding	Key terms/foci
Typically, by the end of Year 10, students:							
				making			Costs
<ul style="list-style-type: none"> Section 1 	<ul style="list-style-type: none"> Section 3 Section 4 	<ul style="list-style-type: none"> Section 1 Section 3 Section 4 	<ul style="list-style-type: none"> Section 3 Section 4 	<ul style="list-style-type: none"> Section 4 Section 5 			Assets
<ul style="list-style-type: none"> compose and edit longer and more complex learning area texts 	<ul style="list-style-type: none"> solve problems involving fractions, decimals, percentages, ratios and rates 	<ul style="list-style-type: none"> design, modify and manage complex digital solutions, or multimodal creative outputs or data transformations for a range of audiences and purposes 	<ul style="list-style-type: none"> assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action 				Liabilities
<ul style="list-style-type: none"> Section 1 Section 5 	<ul style="list-style-type: none"> Section 3 	<ul style="list-style-type: none"> Section 1 Section 5 	<ul style="list-style-type: none"> Section 3 Section 4 				Financial documents
<ul style="list-style-type: none"> use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts 	<ul style="list-style-type: none"> create and interpret maps, models and diagrams using a range of mapping tools 	<ul style="list-style-type: none"> select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge 	<ul style="list-style-type: none"> give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions 				Break-even point
							Break-even analysis
							Unit cost
							Fixed costs
							Economies of scale
							Financial plan
							Short-term goal
							Long-term goal

Milbadjunga SmartMoney – Years 9 & 10							
GENERAL CAPABILITIES							
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding	Key terms/foci
Typically, by the end of Year 10, students:							
<ul style="list-style-type: none"> Section 2 Section 5 	<ul style="list-style-type: none"> Section 2 	<ul style="list-style-type: none"> Section 1 Section 3 Section 4 	<ul style="list-style-type: none"> Section 4 				
<ul style="list-style-type: none"> use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others 			<ul style="list-style-type: none"> use logical and abstract thinking to analyse and synthesise complex information to inform a course of action 				
<ul style="list-style-type: none"> Section 1 Section 2 Section 4 Section 5 			<ul style="list-style-type: none"> Section 3 Section 4 Section 5 				
<ul style="list-style-type: none"> plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions 			<ul style="list-style-type: none"> evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified 				

Milbadjunga SmartMoney – Years 9 & 10							
GENERAL CAPABILITIES							
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding	Key terms/foci
Typically, by the end of Year 10, students:							
and engage and persuade an audience							
<ul style="list-style-type: none"> Section 3 Section 5 			<ul style="list-style-type: none"> Section 4 Section 5 				
<ul style="list-style-type: none"> use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning 							
<ul style="list-style-type: none"> Section 1 Section 2 Section 3 Section 4 Section 5 							

Teens talk money – Year 10

Year 10 – Teens talk money	
English	Economics and business
Content descriptions	
Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)	The ways that governments manage economic performance to improve living standards (ACHEK052)
Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)	Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions (ACHEK053)
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)	The ways businesses respond to changing economic conditions and improve productivity through organisational management and workforce management (ACHEK054)
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)	Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES055)
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)	Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES056)
Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)	Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES057)
	Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES058)
	Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES059)
	Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES060)
	Reflect on the intended and unintended consequences of economic and business decisions (ACHES061)
Achievement standards	
By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.	By the end of Year 10, students explain why and how governments manage economic performance to improve living standards. They give explanations for variations in economic performance and standards of living within and between economies. They analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions. They explain how businesses respond to changing economic conditions and improve productivity. Students evaluate the effect of organisational and workforce management on

Year 10 – Teens talk money	
English	Economics and business
Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.	business performance. When researching, students develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event. They gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions. Students generate alternative responses to an issue, taking into account multiple perspectives. They use cost benefit analysis and appropriate criteria to propose and justify a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments incorporating different points of view. They use appropriate texts, subject-specific language, conventions and concepts. They analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.

Year 10: Teens talk money					
General capabilities					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Key terms/foci
Navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations	Create and interpret maps, models and diagrams using a range of mapping tools	Use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings	Pose questions to critically analyse complex issues and abstract ideas	Reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability	Talk shows Part time work Interest rates Scams Buying online Mobile phones Credit/debit cards Mobile phone plans Budgeting Savings Debt
Activity 1 Activity 2 Activity 3	Activity 3	Activity 3	Activity 2	Activity 4 Activity 6	
Interpret and evaluate	Evaluate financial plans to	Select and use ICT to	Clarify complex	Evaluate, rethink and	

Year 10: Teens talk money					
General capabilities					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Key terms/foci
information within and between texts, comparing and contrasting information using comprehension strategies	support specific financial goals	articulate ideas and concepts, and plan the development of complex solutions	information and ideas drawn from a range of sources	refine approaches to tasks to take account of unexpected or difficult situations and safety considerations	
Activity 1 Activity 2 Activity 3		Activity 3	Activity 1 Activity 2	Activity 4	
Compose and edit longer and more complex learning area texts		Design, modify and manage complex digital solutions, or multimodal creative outputs or data transformations for a range of audiences and purposes	Create and connect complex ideas using imagery, analogies and symbolism	Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views	
Activity 3		Activity 5	Activity 4	Activity 1 – in relation to personal values	
Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts		Select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge	Speculate on creative options to modify ideas when circumstances change	Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks	
Activity 1 Activity 2 Activity 3 Activity 4		Activity 3	Activity 4	Activity 2 Activity 6	

Year 10: Teens talk money					
General capabilities					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Key terms/foci
Plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience			Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action	Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making	
Activity 3 – in relation to planning Activity 4			Activity 3 Activity 4	Activity 4 Activity 6	
Use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others			Balance rationale and irrational components of a complex or ambiguous problem to evaluate evidence	Generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts	
Activity 2 Activity 3 Activity 4 Activity 5			Activity 6	Activity 4	
Develop higher order concepts in academic texts through language			Identify, plan and justify transference of knowledge to new contexts		

Year 10: Teens talk money					
General capabilities					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Key terms/foci
features that compact and generalise idea					
Activity 5			Activity 3		
Use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgment			Analyse reasoning used in finding and applying solutions, and in choice of resources		
Activity 5			Activity 3		
Use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning			Evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified		
Activity 2 Activity 5			Activity 4 Activity 6		

Reaching goals: What's involved? - Year 10

Year 10 – Reaching goals: What's involved?	
Mathematics	Economics and business
Content descriptions	
Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies (ACMNA229)	Indicators of economic performance and how Australia's economy is performing (ACHEK050)
Substitute values into formulas to determine an unknown (ACMNA234)	Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions (ACHEK053)
Investigate and describe bivariate numerical data where the independent variable is time (ACMSP252)	Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES055)
Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources (ACMSP228)	Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES056)
Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread (ACMSP283)	Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES057)
	Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES058)
	Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES059)
	Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES060)
	Reflect on the intended and unintended consequences of economic and business decisions (ACHES061)
Achievement standards	
By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two	By the end of Year 10, students explain why and how governments manage economic performance to improve living standards. They give explanations for variations in economic performance and standards of living within and between economies. They analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions. They explain how businesses respond to changing economic conditions and improve productivity. Students evaluate the effect of organisational and workforce management on business performance. When researching, students develop questions and formulate hypotheses to frame an investigation of an

Year 10 – Reaching goals: What’s involved?	
Mathematics	Economics and business
<p>continuous variables. They evaluate statistical reports.</p> <p>Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.</p>	<p>economic or business issue or event. They gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions. Students generate alternative responses to an issue, taking into account multiple perspectives. They use cost benefit analysis and appropriate criteria to propose and justify a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments incorporating different points of view. They use appropriate texts, subject-specific language, conventions and concepts. They analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.</p>

Year 10 - Reaching goals: What’s involved?					
General capabilities					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Key terms/foci
Navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations	Use different ways to represent very large and very small numbers including scientific notation	Use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings	Pose questions to critically analyse complex issues and abstract ideas	Reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability	Financial wellbeing Inflation Simple interest Compound interest
Activity 1 Activity 2 Activity 4 Activity 5 Activity 6	Activity 1 Activity 3 Activity 4 Activity 5	Activity 2 Activity 5	Activity 1 Activity 2 Activity 5 Activity 6	Activity 6	Depreciation Appreciation
Interpret and evaluate information within and between texts, comparing and contrasting information using	Solve and model problems involving complex data by estimating and calculating using a variety of efficient mental,	Select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and	Clarify complex information and ideas drawn from a range of sources	Critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts	Good debt Bad debt

Year 10 - Reaching goals: What's involved?					
General capabilities					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Key terms/foci
comprehension strategies	written and digital strategies	purposefully construct knowledge			Variable interest rates
Activity 1 Activity 2 Activity 4 Activity 5 Activity 6	Activity 1 Activity 3 Activity 4	Activity 2 Activity 3 Activity 5	Activity 1 Activity 2 Activity 4	Activity 6	Flat interest rates Assets Borrowing money
Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts	Evaluate financial plans to support specific financial goals		Speculate on creative options to modify ideas when circumstances change	Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making	Saving money
Activity 1 Activity 2 Activity 3 Activity 4 Activity 5 Activity 6	Activity 5 Activity 6		Activity 3	Activity 6	
Use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others			Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action	Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views	

Year 10 - Reaching goals: What's involved?					
General capabilities					
Literacy	Numeracy	ICT	Critical and Creative Thinking	Personal and Social Capability	Key terms/foci
Activity 6			Activity 6		
Activity 6			Identify, plan and justify transference of knowledge to new contexts		
			Activity 3 Activity 4 Activity 6		
			Analyse reasoning used in finding and applying solutions, and in choice of resources		
			Activity 3 Activity 4 Activity 6		