

**QUEENSLAND
MUSEUM**
TROPICS TOWNSVILLE

**P-10 Australian Curriculum
V9.0**

JAMES CAMERON
**CHALLENGING
THE DEEP**

**QUEENSLAND
MUSEUM**



	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
English	<p>AC9E3LA09 identify how images extend the meaning of a text</p> <p>AC9E3LY02 use interaction skills to contribute to conversations and discussions to share information and ideas</p> <p>AC9E3LY03 identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images</p> <p>AC9E3LY04 read a range of texts using</p>	<p>AC9E4LA02 identify the subjective language of opinion and feeling, and the objective language of factual reporting</p> <p>AC9E4LY02 listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information</p> <p>AC9E4LY03 identify the characteristic features used in imaginative,</p>	<p>AC9E5LA02 understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources</p> <p>AC9E5LY02 use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea</p> <p>AC9E5LY03 explain characteristic features used in imaginative, informative and</p>	<p>AC9E6LA02 understand the uses of objective and subjective language, and identify bias</p> <p>AC9E6LA07 Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>AC9E6LE02 identify similarities and differences in literary texts on similar topics, themes or plots</p> <p>AC9E6LY02 use interaction skills and awareness of formality when</p>	<p>AC9E7LE02 form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response</p> <p>AC9E7LE03 explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts</p> <p>AC9E7LE04</p>	<p>AC9E8LE02 share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts</p> <p>AC9E8LE03 explain how language and/or images in texts position readers to respond and form viewpoints</p> <p>AC9E8LY01 identify how texts reflect contexts</p> <p>AC9E8LY02 use interaction skills for identified purposes and situations, including when supporting or</p>	<p>AC9E9LA03 examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination</p> <p>AC9E9LA09 understand punctuation conventions for referencing and citing others for formal and informal purposes</p> <p>AC9E9LE02 present a personal response to a literary text comparing</p>	<p>AC9E10LE02 reflect on and extend others' interpretations of and responses to literature</p> <p>AC9E10LE03 analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response</p> <p>AC9E10LE04 evaluate the social, moral or ethical positions</p>

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	<p>phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</p> <p>AC9E3LY05 Use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>	<p>informative and persuasive texts to meet the purpose of the text</p> <p>AC9E4LY04 read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed</p> <p>AC9E4LY05 Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to</p>	<p>persuasive texts to meet the purpose of the text</p> <p>AC9E5LY04 Navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming</p> <p>AC9E5LY05 Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate</p>	<p>paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p> <p>AC9E6LY03 analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences</p> <p>AC9E6LY04 select, navigate and read texts for a range of purposes, monitoring</p>	<p>discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage</p> <p>AC9E7LY01 explain the effect of current technology on reading, creating and responding to texts including media texts</p> <p>AC9E7LY02 use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts</p> <p>AC9E7LY03</p>	<p>challenging the stated or implied meanings of spoken texts in presentations or discussion</p> <p>AC9E8LY03 analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text</p> <p>AC9E8LY04 analyse how authors organise ideas to develop and shape meaning</p> <p>AC9E8LY05</p>	<p>initial impressions and subsequent analysis of the whole text</p> <p>AC9E9LE03 analyse how features of literary texts influence readers' preference for texts</p> <p>AC9E9LY02 listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and</p>	<p>represented in literature</p> <p>AC9E10LY02 listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts</p> <p>AC9E10LY03 analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes</p> <p>AC9E10LY04</p>

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
		build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts	information and ideas	<p>meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings</p> <p>AC9E6LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources</p>	<p>analyse the ways in which language features shape meaning and vary according to audience and purpose</p> <p>AC9E7LY04 explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronology</p> <p>AC9E7LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to</p>	<p>use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts</p>	<p>discuss opinions regarding these texts</p> <p>AC9E9LY03 analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group</p> <p>AC9E9LY04 analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning</p> <p>AC9E9LY05 use comprehension</p>	<p>analyse and evaluate how authors organise ideas in texts to achieve a purpose</p> <p>AC9E10LY05 integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas</p>



English

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
					analyse and summarise information and ideas		strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts	

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Maths	<p>AC9M3M03 recognise and use the relationship between formal units of time including days, hours, minutes and seconds to estimate and compare the duration of events</p> <p>AC9M3SP01 make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses</p>	<p>AC9M4M02 recognise ways of measuring and approximating the perimeter and area of shapes and enclosed spaces, using appropriate formal and informal units</p> <p>AC9M4SP01 represent and approximate composite shapes and objects in the environment, using combinations of familiar shapes and objects</p>	<p>AC9M5M01 choose appropriate metric units when measuring the length, mass and capacity of objects; use smaller units or a combination of units to obtain a more accurate measure</p> <p>AC9M5M02 solve practical problems involving the perimeter and area of regular and irregular shapes using appropriate metric units</p>	<p>AC9M6M01 convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem</p>	<p>AC9M7M06 use mathematical modelling to solve practical problems involving ratios; formulate problems, interpret and communicate solutions in terms of the situation, justifying choices made about the representation</p> <p>AC9M7SP01 represent objects in 2 dimensions; discuss and reason about the advantages and disadvantages of different representations</p>	<p>AC9M8M05 recognise and use rates to solve problems involving the comparison of 2 related quantities of different units of measure</p> <p>AC9M8SP03 describe the position and location of objects in 3 dimensions in different ways, including using a three-dimensional coordinate system with the use of dynamic geometric software and other digital tools</p>	<p>AC9M9ST04 choose appropriate forms of display or visualisation for a given type of data; justify selections and interpret displays for a given context</p>	<p>AC9M10M05 use mathematical modelling to solve practical problems involving proportion and scaling of objects; formulate problems and interpret solutions in terms of the situation; evaluate and modify models as necessary, and report assumptions, methods and findings</p>

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Science	<p>AC9S3H01 examine how people use data to develop scientific explanations</p> <p>AC9S3H02 consider how people use scientific explanations to meet a need or solve a problem</p>	<p>AC9S4U03 identify how forces can be exerted by one object on another and investigate the effect of frictional, gravitational and magnetic forces on the motion of objects</p> <p>AC9S4H01 examine how people use data to develop scientific explanations</p> <p>AC9S4H02 consider how people use scientific explanations to meet a need or solve a problem</p>	<p>AC9S5U01 Examine how particular structural features and behaviour of living things enable their survival in specific habitats</p> <p>AC9S5H01 examine why advances in science are often the result of collaboration or build on the work of others</p> <p>AC9S5H02 investigate how scientific knowledge is used by individuals and communities to identify problems,</p>	<p>AC9S6U04 Compare reversible changes, including dissolving and changes of state, and irreversible changes, including cooking and rusting that produce new substances</p> <p>AC9S6H01 examine why advances in science are often the result of collaboration or build on the work of others</p> <p>AC9S6H02 investigate how scientific knowledge is</p>	<p>AC9S7U04 Investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects, and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it.</p> <p>AC9S7H01 explain how new evidence or different perspectives can lead to changes in scientific knowledge</p>	<p>AC9S8U03 Investigate tectonic activity including the formation of geological features at divergent, convergent and transform plate boundaries and describe the scientific evidence for the theory of plate tectonics</p> <p>AC9S8H01 explain how new evidence or different perspectives can lead to changes in scientific knowledge</p> <p>AC9S8I04</p>	<p>AC9S9H02 investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering</p> <p>AC9S9I04 select and construct appropriate representations, including tables, graphs, descriptive statistics, models and mathematical relationships, to organise and process data and information</p>	<p>AC9S10U05 investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects</p> <p>AC9S10H01 explain how scientific knowledge is validated and refined, including the role of publication and peer review</p> <p>AC9S10H02 investigate how advances in technologies enable advances in science, and</p>



Science

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
			consider responses and make decisions	used by individuals and communities to identify problems, consider responses and make decisions		select and construct appropriate representations, including tables, graphs, models and mathematical relationships, to organise and process data and information		how science has contributed to developments in technologies and engineering

Humanities and Social Sciences

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
HASS	<p>AC9HS3S02 locate, collect and record information and data from a range of sources, including annotated timelines and maps</p> <p>AC9HS3S03 interpret information and data displayed in different formats</p> <p>AC9HS3S04 analyse information and data, and identify perspectives</p>	<p>AC9HS4S02 locate, collect and record information and data from a range of sources, including annotated timelines and maps</p> <p>AC9HS4S03 interpret information and data displayed in different formats</p> <p>AC9HS4S04 analyse information and data, and identify perspectives</p>	<p>AC9HS5S02 locate, collect and organise information and data from primary and secondary sources in a range of formats</p> <p>AC9HS5S03 evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships</p> <p>AC9HS5S04 evaluate primary and secondary sources to determine origin, purpose and perspectives</p>	<p>AC9HS6S02 locate, collect and organise information and data from primary and secondary sources in a range of formats</p> <p>AC9HS6S03 evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships</p> <p>AC9HS6S04 evaluate primary and secondary sources to determine origin, purpose and perspectives</p>				

The Arts (media and visual art)

	Year 3 & 4	Year 5 & 6	Year 7 & 8	Year 9 & 10
The Arts Media Art and Visual Art	<p>AC9AMA4E01 explore where, why and how media arts is created and/or distributed across cultures, times, places and/or other contexts</p> <p>AC9AVA4E01 explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts</p>	<p>AC9AMA6E01 explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts</p> <p>AC9AVA6E01 explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts</p>	<p>AC9AMA8E01 investigate the ways that media arts concepts are used in media arts works and practices across cultures, times, places and/or other contexts</p> <p>AC9AMA8D02 reflect on their own and others' media arts works and practices to inform choices they make during the production process</p> <p>AC9AVA8E01 investigate ways that visual conventions, visual arts processes and materials are manipulated to represent ideas, perspectives and/or meaning in artworks created across cultures, times, places and/or other contexts</p> <p>AC9AVA8D02 reflect on the ways that they and other artists respond to influences to inform choices they make in their own visual arts practice</p>	<p>AC9AMA10E01 investigate the ways that media artists use media arts concepts to construct representations in media arts works and practices across cultures, times, places and/or other contexts</p> <p>AC9AMA10D02 reflect on their own or others' media arts works and/or practices to refine and inform choices they make during stages of the production process</p> <p>AC9AVA10E01 investigate the ways that artists across cultures, times, places and/or other contexts develop personal expression in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning</p> <p>AC9AVA10D02 reflect on the way they and other visual artists respond to influences to inspire, develop and resolve</p>



The Arts (media and visual art)

	Year 3 & 4	Year 5 & 6	Year 7 & 8	Year 9 & 10
				choices they make in their own visual arts practice.

Design and Technologies

	Year 3 & 4	Year 5 & 6	Year 7 & 8	Year 9 & 10
Design and Technologies	<p>AC9TDE4P01 explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions</p>	<p>AC9TDE6P01 investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions</p>	<p>AC9TDE8P01 analyse needs or opportunities for designing, and investigate and select materials, components, tools, equipment and processes to create designed solutions</p>	<p>AC9TDE10K03 analyse and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to control engineered systems</p> <p>AC9TDE10P01 analyse needs or opportunities for designing; develop design briefs; and investigate, analyse and select materials, systems, components, tools and equipment to create designed solutions</p>

Senior Curriculum Links

In addition to the connections throughout P-10 curriculum, *James Cameron – CHALLENGING THE DEEP* is an excellent opportunity for senior students undertaking studies in Visual Arts, English, and Film, Television and New Media to undertake an immersive excursion to explore, evaluate, and analyse the work of filmmaker James Cameron. Delve into pioneering technologies for underwater recording, lighting and communication for filmmaking, as well as key pieces of costuming, set design, sketches, models, and more.