Aboriginal Studies 7–10 (Stage 5) – sample scope and sequence

200-hour

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# Overview

All NSW public schools need to plan curriculum and develop teaching programs consistent with the Education Act 1990 (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements. Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

# Aboriginal Studies 7–10 (Year 9) – scope and sequence

**Note**: the ‘Term and duration’ column provides general guidance on scheduling and duration of units. Adjust to suit your school context.

Table 1 – Aboriginal Studies 7–10 (Year 9) 200-hour scope and sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Term and duration | Learning overview | Outcomes | Assessment |
| Term 1  Weeks 1–10  25 hours | **Aboriginal identities (core)**  Students strengthen their understanding of the diversity of Aboriginal and Torres Strait Islander Peoples’ identities in this unit. Learning activities explore spiritual identity, family structures and cultural celebrations, expressions and interpretations in a contemporary context. Students explain the impacts of social factors and adaptions in cultural expressions on perceptions of Aboriginal Peoples and the range of relationships between Aboriginal Peoples and non-Aboriginal people. Through the case study, students investigate Cultural celebrations in their local community with a focus on their importance for the maintenance of Aboriginal Cultures and identity. | AST5-IDE-01, AST5-IDE-02, AST5-CUL-01, AST5-FCA-01, AST5-ROL-01, AST5-REL-01, AST5-DAT-01, AST5-INF-01  **Related Life Skills outcomes:** ASTLS-IDE-01, ASTLS-IDE-02, ASTLS-CUL-01, ASTLS-FCA-01, ASTLS-ROL-01, ASTLS-REL-01, ASTLS-REL-02, ASTLS-DAT-01, ASTLS-DAT-02, ASTLS-INF-01, ASTLS-INF-02 | Cultural celebration event management plan |
| Term 2  Weeks 1–10  25 hours | **Aboriginal Peoples and oral and written expression (core)**  This unit unpacks the importance of oral expression in the maintenance of Aboriginal Cultures and heritages across time. It delves into the impact of invasion and colonisation, including why some Aboriginal Languages survived. The adaptation of Aboriginal Peoples’ oral expression to written form is analysed, including the contemporary revival, revitalisation, reclamation and maintenance of Aboriginal Languages. Students explore the interpretation and use of oral or written expression by the local Aboriginal Community, and document and evaluate the role of oral or written expression through a local case study. | AST5-IDE-02, AST5-CUL-01, AST5-SAA-01, AST5-REL-01, AST5-DAT-01, AST5-INF-01  **Related Life Skills outcomes:** ASTLS-IDE-02, ASTLS-CUL-01, ASTLS-SAA-01, ASTLS-REL-01, ASTLS-REL-02, ASTLS-DAT-01, ASTLS-DAT-02, ASTLS-INF-01, ASTLS-INF-02 | Local community children’s book or digital animation |
| Term 3  Weeks 1–10  25 hours | **Aboriginal Peoples and the visual arts (option)**  Students investigate the diverse Customary and contemporary visual arts styles and forms practised by Aboriginal Peoples through a comparative case study of local and other Communities. They apply ethical research skills and responsibilities, including consultation and Indigenous Cultural and Intellectual Property (ICIP) protocols. Students will explore the changing responses to visual arts Practices of Aboriginal Peoples both nationally and internationally, and the influence of technological change on these Practices. They will also analyse the contribution of Aboriginal Peoples’ visual arts Practices to local, regional and national economies, and Australia’s global representation. | AST5-IDE-02, AST5-CUL-01, AST5-SAA-01, AST5-ROL-01, AST5-REL-01, AST5-DAT-01, AST5-INF-01  **Related Life Skills outcomes:** ASTLS-IDE-02, ASTLS-CUL-01, ASTLS-SAA-01, ASTLS-ROL-01, ASTLS-REL-01, ASTLS-REL-02, ASTLS-DAT-01, ASTLS-DAT-02, ASTLS-INF-01, ASTLS-INF-02 | Virtual gallery guided tour |
| Term 4  Weeks 1–10  25 hours | **Aboriginal Peoples and technologies (option)**  This unit examines the development and use of Aboriginal Peoples’ technologies over time. Students investigate the sharing and adaptation of technologies between Aboriginal and Torres Strait Islander Peoples and non-Aboriginal people and assess the contribution of Aboriginal Peoples’ Cultural Knowledges to contemporary scientific and technological development and innovation. Through the case study, students investigate ongoing use of Aboriginal Peoples’ technologies and scientific Knowledges, with a focus on environmental management practices and sustainability. | AST5-IDE-02, AST5-CUL-01, AST5-FCA-01, AST5-SAA-01, AST5-REL-01, AST5-DAT-01, AST5-INF-01  **Related Life Skills outcomes:** ASTLS-IDE-02, ASTLS-CUL-01, ASTLS-FCA-01, ASTLS-SAA-01, ASTLS-REL-01, ASTLS-REL-02, ASTLS-DAT-01, ASTLS-DAT-02, ASTLS-INF-01, ASTLS-INF-02 | Research essay |

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# Aboriginal Studies 7–10 (Year 10) – scope and sequence

**Note**: the ‘Term and duration’ column provides general guidance on scheduling and duration of units. Adjust to suit your school context.

Table 2 – Aboriginal Studies 7–10 (Year 10) 200-hour scope and sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Term and duration | Learning overview | Outcomes | Assessment |
| Term 1  Weeks 1–10  25 hours | **Aboriginal self-determination and autonomy (core)**  This unit focuses on the importance of self-determination and autonomy through an assessment of the impacts and responses to the denial of human rights to Aboriginal Peoples and to Torres Strait Islander Peoples. Students engage in a case study exploring the connection between ownership and access to lands, sea and waterways to self-determination, autonomy and economic independence of Aboriginal Peoples and Torres Strait Islander Peoples. | AST5-SAA-01, AST5-ROL-01, AST5-REL-01, AST5-DAT-01, AST5-INF-01  **Related Life Skills outcomes:** ASTLS-SAA-01, ASTLS-ROL-01, ASTLS-REL-01, ASTLS-REL-02, ASTLS-DAT-01, ASTLS-DAT-02, ASTLS-INF-01, ASTLS-INF-02 | Annotated timeline |
| Term 2  Weeks 1–10  25 hours | **Aboriginal enterprises and organisations (core)**  Students investigate how the history of Aboriginal Peoples’ autonomy and governance led to the diversity of Aboriginal enterprises and organisations. They analyse the role and significance of these enterprises and organisations today in furthering the progress of self-determination and autonomy for Aboriginal Peoples. The case study provides students the opportunity to explore the role and activities of an Aboriginal organisation or enterprise using ethical research practices and describe, explain, document and evaluate their findings in a report. | AST5-IDE-02, AST5-FCA-01, AST5-SAA-01, AST5-ROL-01, AST5-DAT-01, AST5-INF-01  **Related Life Skills outcomes:** ASTLS-IDE-02, ASTLS-FCA-01, ASTLS-SAA-01, ASTLS-ROL-01, ASTLS-DAT-01, ASTLS-DAT-02, ASTLS-INF-01, ASTLS-INF-02 | Case study report |
| Term 3  Weeks 1–10  25 hours | **Aboriginal Peoples and the media (option)**  This unit examines the roles and responsibilities of the media in influencing social attitudes, values and public policy. Through a critical analysis of media representations of Aboriginal Peoples, students explore changes in and impacts of representations over time. Students explore the contemporary significance of the media presenting a balanced view of Aboriginal Peoples, histories and Cultures in working towards self-determination and autonomy for Aboriginal Peoples. Students explore the interaction between the media and the local Aboriginal Community through a case study, presenting their findings in a local media file. | AST5-IDE-02, AST5-SAA-01, AST5-REL-01, AST5-DAT-01, AST5-INF-01  **Related Life Skills outcomes:** ASTLS-IDE-02, ASTLS-SAA-01, ASTLS-REL-01, ASTLS-REL-02, ASTLS-DAT-01, ASTLS-DAT-02, ASTLS-INF-01, ASTLS-INF-02 | Local media file |
| Term 4  Weeks 1–10  25 hours | **Aboriginal Peoples and sport (option)**  Students learn about the significance of sport for Aboriginal Peoples, from traditional sports and games of Aboriginal Peoples and Torres Strait Islander Peoples through to modern participation in sport at all levels. Through an investigation of a sporting event in the case study, students explore the contribution of sport to the breakdown of barriers between Aboriginal Peoples and non-Aboriginal people and communities, including the local and regional Community. Students examine the contribution of sportspeople as role models locally, nationally and internationally, including their significance in challenging racism and discrimination. | AST5-IDE-02, AST5-CUL-01, AST5-FCA-01, AST5-ROL-01, AST5-REL-01, AST5-DAT-01, AST5-INF-01  **Related Life Skills outcomes:** ASTLS-IDE-02, ASTLS-CUL-01, ASTLS-FCA-01, ASTLS-ROL-01, ASTLS-REL-01, ASTLS-REL-02, ASTLS-DAT-01, ASTLS-DAT-02, ASTLS-INF-01, ASTLS-INF-02 | Sportspeople profile series |

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# References

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