



**Mapping Aboriginal
Perspectives**

and

Cross-curriculum Content

K–10

2009

Contents

Section A	3
K–6 Advice to Teachers	3
K–6 Foundation Statements.....	6
K–6 Syllabuses	7
Early Stage 1 and Stage 1	7
Stage 2	9
Stage 3	12
Section B.....	14
Syllabus Support Materials K–6.....	14
Section C.....	23
Years 7–10 Syllabuses.....	23
Section D	29
Syllabus Support Materials Years 7–10	29

All page references in this document refer to print copies of web versions of syllabuses and support materials.

Section A

K–6 Advice to Teachers

Syllabus or support document	Advice on:
<i>English K–6 Modules</i>	<p>Meeting the Needs of All Language Learners Aboriginal and Torres Strait Islander Students (pp 9–11)</p> <ul style="list-style-type: none"> • Aboriginal English <ul style="list-style-type: none"> – Strategies for Inclusive Teaching • Otitis Media and its Impact on Learning <ul style="list-style-type: none"> – Teaching Strategies for Students with Otitis Media <p>Teaching English: Early Stage 1 Home/School Language: Encouraging home language use in the classroom is an important means of showing acceptance of students’ home background language, culture and ethnicity. Home languages include languages other than English, as well as varieties and dialects of English, including Aboriginal English. Strategies to build home language experiences are included. (p 23)</p>
<i>PDHPE K–6 Modules</i>	<p>Meeting the Needs of All PDHPE Learners (pp 7–9)</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Students • Otitis Media and its Impact on Learning
<i>Science and Technology K–6 Syllabus</i>	<p>Assessment and evaluation: Whatever assessment strategies are used, it is important that teachers ensure that tasks are accessible to all students. The language used needs to be suitable for all students including those from non-English speaking backgrounds, and activities should not disadvantage students from Aboriginal backgrounds. (p 28)</p>
<i>Science and Technology K–6 Support Document</i>	<p>Learning and teaching in science and technology Aboriginal students (pp 40–43)</p> <ul style="list-style-type: none"> • The learner group • Aboriginal identity and self-esteem • Recognising Aboriginal students’ cultural attributes and needs • School/community consultation • Aboriginal science and technology • The learning environment • Teaching practices
<i>Creative Arts K–6 Syllabus</i>	<p>Rationale: The artforms of visual arts, music, drama and dance can be thought about in a variety of ways. ... Through the arts, the diverse and pluralistic values of Australian cultures, including those of Aboriginal and Torres Strait Islander peoples, reflect the interests and aspirations of groups, and their identities. (p 6)</p> <p>The inclusion of perspectives in the Creative Arts: Australian examples should be considered in teachers’ planning and programming and should refer, where appropriate, to particular artists, actors, musicians, dancers and events of significance in cultural life.</p>

Syllabus or support document	Advice on:
	<p>In their planning and programming, teachers should take into account issues related to Aboriginal and Torres Strait Islander peoples. Teachers should note that experiences in the arts of Aboriginal peoples contribute to students’ understanding of Australian society and to the reconciliation of Indigenous and non-Indigenous Australians. Contemporary practices of Aboriginal and Torres Strait Islander peoples in the arts reflect ongoing traditions. It is recommended that from Early Stage 1 to Stage 3 all students should experience the work of Aboriginal and Torres Strait Islander peoples. Teachers need to remember that they are facilitators of the passing on of traditional knowledge and that Elders are the keepers of this traditional knowledge, art and culture. Aboriginal families and communities should be involved in contributing to this important perspective of the curriculum. (p 9)</p> <p>Visual Arts (Appreciating): Students should be exposed to a wide range of artists, artworks and artistic practices in Australian cultures. These include Aboriginal and Torres Strait Islander peoples where the visual arts are integral to the expression of Aboriginal cultural identity and contemporary interpretations of experience. (p 11)</p> <p>Drama (Performing): Students should be given opportunities to perform and appreciate a variety of drama forms from different Australian cultures including those of Aboriginal and Torres Strait Islander peoples where ceremony and performance are integral to the expression of their cultural identity. (p 15)</p> <p>Dance (Appreciating): Ideas for dance can be drawn from the following cultural traditions, contemporary and historical contexts:</p> <ul style="list-style-type: none"> • contemporary and popular dance in Australia • social dances from local and wider sources, including diverse cultures in Australia • modern dance of the 20th century • Aboriginal and Torres Strait Islander traditional and contemporary dance • indigenous, folk and traditional dances of the world. (p 17) <p>Values and Attitudes in the Creative Arts: Teachers and students can:</p> <ul style="list-style-type: none"> • recognise that experiences in the arts of Aboriginal peoples contribute to students’ understanding of Australian society and to the reconciliation of Indigenous and non-Indigenous Australians (p 18) <p>Visual Arts (Subject Matter): Designs, symbols and motifs of animals, birds and reptiles in Aboriginal art and micro and macro views of other living things provide other sources for ideas for artworks. (pp 80–81)</p>

Syllabus or support document	Advice on:
	<p>Events of historical, cultural, religious and personal significance that affect concepts of identity within Australia can also be explored (eg colonisation, National Aboriginal and Torres Strait Islander Week, also known as National Aboriginal and Islander Day Of Celebration Week (NAIDOC Week), journeys of explorers, dispossession and reconciliation, Australia Day celebrations). Each of these events, and others, can be interpreted in a variety of ways. (pp 81–82)</p> <p>Music (Repertoire [vocal music, instrumental music, student compositions and movement]):</p> <p>A broad range of repertoire from various times, places and cultures provides students with the variety of musical experiences that enable them to develop self-expression, a sense of personal and cultural identity, an understanding of the world around them and an understanding of musical concepts. This should include Aboriginal and Torres Strait Islander music, and music from various times and cultures. Traditional art music repertoire (the ‘classics’) can be used effectively at all stages of students’ development. Through this exposure to a range of repertoire from around the world, students learn to recognise the importance of music in the world and how music has been used. Repertoire could be drawn from Aboriginal and Torres Strait Islander traditional and popular music, classical music from various traditions and eras, folk music from various traditions, contemporary popular music, world music (incorporating multicultural and popular characteristics) and music by and for children (nursery rhymes, children’s playground games and songs composed for children). (p 87)</p> <p>Learning experiences with songs could include:</p> <ul style="list-style-type: none"> • listening to and singing songs from Aboriginal and Torres Strait Islander communities and reflecting on their purposes (p 88) <p>Dance (Contexts):</p> <p>Consideration should be given to providing students with opportunities to experience dance ideas from culturally diverse sources, times and places, including contemporary, personal, community, Australian and global identities. It is recommended that all students experience Aboriginal and Torres Strait Islander dance in some form during K–6. Dance is integral to the expression of Aboriginal cultural identity. (p 96)</p>

K–6 Foundation Statements

- ES1 Students examine characteristics common to people, including Aboriginal peoples, describing some of the similarities and differences. They acquire information by direct observation, talking to others, and by viewing, reading and listening to texts.
- S1 Students explore the composition of a number of groups, including Aboriginal peoples, in their community and recognise that groups have specific identifying features, customs, practices, symbols, religion, language and traditions. They acquire information about their local community by direct and indirect experience and communicate with others using various forms of electronic media.
- S1 Students make comparisons between natural, heritage and built features of the local area and examine the human interaction with these features. They investigate the relationship between people and environments including the relationship between Aboriginal peoples and the land. Students use the language of location in relative terms and construct and use pictorial maps and models of familiar areas.
- S2 Students explore change in communities from different perspectives and evaluate the effects of change on individuals and groups, including Aboriginal peoples, and the environment. They understand key events related to the British colonisation of Australia and identify the changes and consequences for Aboriginal and other peoples and the continent.
- S3 Students explain how shared culture, heritage and language, including those of Aboriginal peoples, contribute to Australian and community identity. They explore cultural diversity by examining how cultures change through interactions with other cultures and the environment.

K–6 Syllabuses

Early Stage 1 and Stage 1

Syllabus	Content
<p><i>HSIE K–6 Syllabus</i></p>	<p>Change and Continuity Outcomes and Indicators Significant Events and People (p 22):</p> <ul style="list-style-type: none"> • CCES1 Describes events or retells stories that demonstrate their own heritage and the heritage of others: <ul style="list-style-type: none"> – listens to and talks about stories of other families and their heritage, including countries of origin and Aboriginality • CCS1.1 Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities: <ul style="list-style-type: none"> – retells the original stories associated with traditions of their family and community, including Dreaming stories, religious stories, recounts, narratives – recognises Aboriginal peoples as the first Australians – locates some Aboriginal place names found in the local area and identifies the meanings and origins attached to them <p>Change and Continuity Outcomes and Indicators Time and Change (p 24):</p> <ul style="list-style-type: none"> • CCS1.2 Identifies changes and continuities in their own life and in the local community: <ul style="list-style-type: none"> – gathers information about the Aboriginal peoples that live/lived in their community <p>Cultures Outcomes and Indicators Identities (p 26):</p> <ul style="list-style-type: none"> • CUES1 Communicates some common characteristics that all people share, as well as some of the differences: <ul style="list-style-type: none"> – describes the groups that individuals belong to, eg the class, the family group, friends, Aboriginal language group • CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families: <ul style="list-style-type: none"> – identifies local Aboriginal place names and stories about the land – listens to Aboriginal stories and songs and views Aboriginal artworks and dance <p>Cultures Outcomes and Indicators Cultural diversity (p 28):</p> <ul style="list-style-type: none"> • CUES1 Communicates some common characteristics that all people share, as well as some of the differences: <ul style="list-style-type: none"> – identifies languages spoken in the class and in the community, including Aboriginal languages

Mapping Aboriginal Perspectives and Cross-curriculum Content K–10

Syllabus	Content
	<p>Environments Outcomes and Indicators Relationships with Places (p 32):</p> <ul style="list-style-type: none"> • ENS1.6 Demonstrates an understanding of the relationship between environments and people: <ul style="list-style-type: none"> – recognises that Aboriginal people have interacted positively with the environment for a long time
<i>English K–6 Syllabus</i>	<p>Talking and Listening Outcomes and Indicators (p 24): TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations:</p> <ul style="list-style-type: none"> • recognises different kinds of English: Australian, Aboriginal, British, American, Indian
<i>Science and Technology K–6 Outcomes and Indicators (2006)</i>	<p>http://k6.boardofstudies.nsw.edu.au/files/science-and-technology/k6_scitech_outcomes.pdf</p> <p>Information and Communication (p 22) Recognises and uses various means of communication: IC ES1.2 works collaboratively on the design and publication of a class book after listening to an Aboriginal oral history</p> <p>Products and Services (p 28) Grows, makes or processes some products using a range of techniques and materials: PS S1.5 uses a digital or reflex camera to record images of products made and used by Aboriginal people, eg textile designs, water/food carriers, didgeridoos and asks questions of an expert</p>

Stage 2

Syllabus	Content
<p><i>HSIE</i> <i>K–6 Syllabus</i></p>	<p>Change and Continuity Outcomes and Indicators Significant Events and People (p 23):</p> <ul style="list-style-type: none"> • CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences: <ul style="list-style-type: none"> – explains why terms such as ‘invasion’, ‘occupation’, ‘settlement’, ‘exploration’ and ‘discovery’ reflect different perspectives on the same event – sequences significant events related to human occupation in Australia – demonstrates an awareness that Australia’s human heritage spans many thousands of years – identifies the consequences for all Australians of the assumption of terra nullius by the British Government – describes some of the consequences of the British invasion for Aboriginal people, eg displacement, disease, dispossession, genocide, war – explains the roles played by some significant people during the occupation of Australia as a penal colony by the British, eg Pemulwuy, Arabanoo, Arthur Phillip ... – investigates the local area to identify the peoples who originally lived there and those who live there now – identifies and explains why particular sites have relevance for Aboriginal people today – selects and uses various sources for reconstructing the past, eg documents, letters, diaries, maps, oral traditions, Aboriginal paintings and rock carvings – refers to different viewpoints and perspectives on a significant historical event – describes some of the effects of dispossession on Aboriginal people today. <p>Change and Continuity Outcomes and Indicators Time and Change (p 25):</p> <ul style="list-style-type: none"> • CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments: <ul style="list-style-type: none"> – demonstrates an understanding that different groups, including families, may have different points of view about changes in the community – compares different versions of local history, beginning with the Aboriginal community that lives/lived in the area – collects and uses primary and secondary sources to investigate the history of their community, beginning with Aboriginal people, eg observations, photographs, oral history, life stories, written histories – listens to life stories of Aboriginal people <p>Change and Continuity Outcomes and Indicators Identities (p 27):</p> <ul style="list-style-type: none"> • CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities: <ul style="list-style-type: none"> – identifies some significant customs, practices and traditions of their local community, beginning with Aboriginal people

Syllabus	Content
	<ul style="list-style-type: none"> - locates and identifies evidence of the languages used in their local community, beginning with the original Aboriginal languages, eg signage, place names, sign language - listens to and retells traditional, religious and ethical stories that relate to some groups in the Australian community, eg Dreaming stories <p>Environments Outcomes and Indicators Patterns of Place and Location (p 31):</p> <ul style="list-style-type: none"> • ENS2.5 Describes places in the local area and other parts of Australia and explains their significance: <ul style="list-style-type: none"> - recognises the importance of some Aboriginal land and water management practices - recognises that Aboriginal nations and boundaries are a way of understanding the Australian continent - describes ways in which Aboriginal peoples have used and interacted with the environment to meet their needs - gathers information about Aboriginal names for geographical features <p>Environments Outcomes and Indicators Relationships with Places (p 33):</p> <ul style="list-style-type: none"> • ENS2.6 Describes people’s interactions with environments and identifies responsible ways of interacting with environments: <ul style="list-style-type: none"> - recognises that Aboriginal peoples have a special relationship with the land and sea - examines some of the practices used by Aboriginal peoples to care for land and water environments <p>Social Systems and Structures Outcomes and Indicators Resource Systems (p 35):</p> <ul style="list-style-type: none"> • SSS2.7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment: <ul style="list-style-type: none"> - identifies Aboriginal organisations and explains reasons for their development. <p>Social Systems and Structures Outcomes and Indicators Roles, Rights and Responsibilities (p 37):</p> <ul style="list-style-type: none"> • SSS2.8 Investigates rights, responsibilities and decision-making processes in the school and community, and demonstrates how participation can contribute to the quality of their school and community life: <ul style="list-style-type: none"> - investigates some Aboriginal organisations and their contribution to community life
<p><i>Science and Technology K–6 Outcomes and Indicators</i></p>	<p>http://k6.boardofstudies.nsw.edu.au/files/science-and-technology/k6_scitech_outcomes.pdf</p> <p>Built Environments (p 21) BE S2.1 Creates, models and evaluates built environments reflecting consideration of functional and aesthetic factors:</p>

Syllabus	Content
(2006)	<ul style="list-style-type: none"> • identifies and describes a variety of ways in which Aboriginal peoples have used or continue to use natural materials to meet their needs, eg mudbricks, fishtraps <p>Information and Communication (p 23) IC S2.2 Creates and evaluates information products demonstrating an understanding of the needs of particular audiences:</p> <ul style="list-style-type: none"> • identifies how Aboriginal dot paintings can be maps that have special symbols and significance <p>Products and Services (p 29) PS S2.5 Creates and evaluates products and services considering aesthetic and functional factors:</p> <ul style="list-style-type: none"> • interviews an expert to identify traditional Aboriginal technologies used to obtain, prepare and process materials and compare these to other methods <p>Earth and its Surroundings (p 31) ES S2.6 Identifies some of the features of the solar system and describes interactions that affect conditions on Earth:</p> <ul style="list-style-type: none"> • identifies Aboriginal knowledge of cosmology and examines its cultural significance
<i>Mathematics K–6 Syllabus</i>	Stage 2: Time (p 114) Background Information: Discuss with students the use of informal units of time and their use in other cultures, including the use of Aboriginal time units.

Stage 3

Syllabus	Content
<p><i>HSIE K–6 Syllabus</i></p>	<p>Change and Continuity Outcomes and Indicators Significant Events and People (p 23):</p> <ul style="list-style-type: none"> • CCS3.1 Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage: <ul style="list-style-type: none"> – describes some aspects of colonial exploration and expansion and the impact these had on all Australians – examines viewpoints of women and of Aboriginal, Chinese and British people about the events, people and actions associated with the goldrush era in Australia – describes ways of life associated with the gold rush era and colonial expansion from different perspectives, including those of women, children, Aboriginal people, Chinese people, miners and settlers – identifies the origins of some events, days and actions of national significance to Australian citizenship, including Anzac Day, Australia Day, Survival Day and NAIDOC Week, and examines these events from different perspectives – examines the impact of the stolen generations on all Australians – researches some Australian human rights issues, past and present <p>Change and Continuity Outcomes and Indicators Time and Change (p 25):</p> <ul style="list-style-type: none"> • CCS3.2 Explains the development of the principles of Australian democracy: <ul style="list-style-type: none"> – examines issues that have influenced the development of Australian democracy, eg reconciliation, definitions of citizenship, the republican movement – locates examples of events and issues that have influenced democratic practices in Australia, eg 1967 referendum, Royal Commission into Aboriginal Deaths in Custody – examines examples of exclusion from citizenship, both past and present, and the effect of this exclusion, including the effects of government policies on Aboriginal peoples – examines Aboriginal democratic practices before British invasion. <p>Cultures Outcomes and Indicators Identities (p 27):</p> <ul style="list-style-type: none"> • CUS3.3 Describes different cultural influences and their contribution to Australian identities: <ul style="list-style-type: none"> – demonstrates an understanding of different viewpoints about what is an Australian identity and gives their own impressions and point of view – examines the contributions of Aboriginal people to Australian culture and identity – demonstrates an understanding of nationally remembered days, eg Wattle Day, Remembrance Day, Survival Day, Arbor Day, Anzac Day. <p>Environments Outcomes and Indicators Patterns of Place and Location (p 31):</p> <ul style="list-style-type: none"> • ENS3.5 Demonstrates an understanding of the interconnectedness between

Syllabus	Content
	<p>Australia and global environments and how individuals and groups can act in an ecologically responsible manner:</p> <ul style="list-style-type: none"> - locates patterns of movement of people, products and information, including where the goods and services they use come from, migration and travel patterns of people, ancient trade routes of Aboriginal people - explains some ways in which Aboriginal management of environments contributes to ecological sustainability <p>Environments Outcomes and Indicators Relationships with Places (p 33):</p> <ul style="list-style-type: none"> • ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment: <ul style="list-style-type: none"> - evaluates alternative views about the use of natural and built environments, eg economic, spiritual, sentimental, historical perspectives - identifies the different viewpoints that may be held by groups and individuals, including Aboriginal peoples, farmers and miners, about land use - recognises that Aboriginal Dreaming stories explain the origins of features of the landscape, natural phenomena and ways of caring for the environment <p>Social Systems and Structures Outcomes and Indicators Resource Systems (p 35):</p> <ul style="list-style-type: none"> • SSS3.7: Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities: <ul style="list-style-type: none"> - Identifies human rights, when these are respected, and situations in which they are not respected, in Australia and the world
<p><i>Science and Technology K–6 Outcomes and Indicators (2006)</i></p>	<p>http://k6.boardofstudies.nsw.edu.au/files/science-and-technology/k6_scitech_outcomes.pdf</p> <p>Information and Communication (p 23): IC S3.2 Creates and evaluates information products and processes, demonstrating consideration of the type of media, form, audience and ethical issues:</p> <ul style="list-style-type: none"> • interviews and videos local Aboriginal community members as part of researching the local history using appropriate protocols, eg permission, copyright etc <p>Living Things (p 25): LT S3.3 Identifies, describes and evaluates the interactions between living things and their effects on the environment:</p> <ul style="list-style-type: none"> • selects the most appropriate medium to record and investigate local plants used by an Aboriginal community <p>Products and Services (p 29): PS S3.5 Creates and evaluates products and services, demonstrating consideration of sustainability, aesthetic, cultural, safety and functional issues:</p> <ul style="list-style-type: none"> • collects and records information and identifies some of the pros and cons of mining on Aboriginal lands, eg Kakadu, Jabiluka.

Section B

Syllabus Support Materials K–6

Stages of learning	KLAs	Resource title, description and location
Stage 1	<i>English K–6 Modules</i>	<p>Teaching Notes: Early Stage 1 Poetry and Stage 1 Poetry</p> <ul style="list-style-type: none"> Incorporate relevant poetry into school events – Book Week, Education Week, National Aboriginal Week, Anzac Day. (pp 94 and 172) <p>Reading: Response Learning Experiences:</p> <ul style="list-style-type: none"> After shared and guided reading, have students respond to stories, such as Aboriginal children’s stories, fairytales, folk tales and cartoons, by retelling events and/or role-playing events. (p 183)
Stage 2	<i>English K–6 Modules</i>	<p>Teaching Notes: Stage 2 Poetry</p> <ul style="list-style-type: none"> Incorporate relevant poetry into school events – Book Week, Education Week, National Aboriginal Week, Anzac Day. (p 268)
Stage 3	<i>English K–6 Modules</i>	<p>Talking and Listening: Narrative Learning Experiences:</p> <ul style="list-style-type: none"> Identify the purposes of oral storytelling in different cultures and suggest possible reasons why some cultures value oral records more than others, eg <i>Aboriginal Dreaming stories</i> (p 303) <p>Reading: Explanation Learning Experiences:</p> <ul style="list-style-type: none"> In shared, guided and independent reading, read explanations of natural phenomena from other cultures, eg <i>Aboriginal Dreamtime stories – ‘The First Sunrise’</i>. Ask students to suggest how these explanations originated. (p 332) <p>Writing: Poetry Learning Experiences:</p> <ul style="list-style-type: none"> Jointly construct poems using pictures as stimulus. Brainstorm and list thoughts and feelings related to the pictures, eg <i>Aboriginal paintings and works by colonial Australian artists</i>. (p 370)
Stage 1	<i>Science and Technology K–6 Support Document</i>	<p>Unit of Work: Hot or Cold: Energy in the surroundings (pp 68–69)</p> <ul style="list-style-type: none"> Task: Investigate ways in which people respond to hot and cold in their environment. [I] Activities: Investigate ways that traditional Aboriginal peoples cope with hot and cold in their environment.

Stages of learning	KLAs	Resource title, description and location
		<p>Unit of Work: Let’s Communicate: Using senses, signals and symbols to communicate (pp 70–71)</p> <ul style="list-style-type: none"> • Task: Investigate ways we communicate using signs and symbols. [W] • Activities: Explore the ways symbols are used in Aboriginal art to communicate and tell stories. Research how symbols are used in other cultures. <p>Unit of Work: What’s Alive?: Characteristics of living and non-living things (pp 74–75)</p> <ul style="list-style-type: none"> • Task: Investigate the diversity of animal and plant life in your environment. [G] • Activities: Identify Australian animals. Discuss how some animals have been named, eg kookaburra, cockatoo are Aboriginal names. <p>Unit of Work: Back to Nature: Uses of naturally occurring substances (pp 80–81)</p> <ul style="list-style-type: none"> • Task: Investigate natural materials in the environment. [G] • Activities: Explore the uses made by Aboriginal people and people of other cultures of natural and made materials. <p>Unit of Work: A Place in Time: Weather and how it changes our surroundings (pp 82–83)</p> <ul style="list-style-type: none"> • Task: Investigate the changes that take place at different times of the year in the weather, plant and animal life, human behaviour • Activities: Discuss ways traditional Aboriginal people move in response to season change, eg water supply and food resources. <p>Unit of Work: What’s for Lunch: Food, meals and nutrition (pp 86–87)</p> <ul style="list-style-type: none"> • Task: Investigate our need for healthy food. [G] • Activities: Explore how we can find out what people need to eat. Try the library, ask other people, eg a nurse, dietitian, Aboriginal health unit. ... Explore bush foods. ... Research traditional Aboriginal diet.
Stage 2	<i>Science and Technology K–6 Support Document</i>	<p>Unit of Work: Keep in Touch: Different ways of communicating (pp 96–97)</p> <ul style="list-style-type: none"> • Task: Investigate the variety of ways of communicating in specific conditions. [G] • Activities: Observe communications devices in the local environment, eg satellite dishes, antenna, flags, lighthouses, telegraph wires, signs. Research the uses of items listed ... List other possible methods of communicating, eg pigeon, codes, Aboriginal sign languages. Identify the senses used for each method, eg hearing, sight, feel.

Stages of learning	KLAs	Resource title, description and location
		<p>Unit of Work: Making it Easy: Using machines to help us (pp 98–99)</p> <ul style="list-style-type: none"> • Task: Investigate the use of simple machines in Aboriginal culture [I] • Activities: Explore the various types of tools used in traditional Aboriginal culture. Identify the features of each and the reason for use. Invite a guest speaker to demonstrate their use. [TS8] <p>Unit of Work: Our Australia: Unique Australia plants, animals and people (pp 102–103)</p> <ul style="list-style-type: none"> • Task: Design and make an area of the school to regenerate as a native garden, or to grow bush tucker. [W] • Activities: Survey the school playground and evaluate the existing native areas, if any. Choose an area to regenerate or maintain ... Consult with local Aboriginal communities, local councils, nurseries, to find out about suitable plants (especially for bush tucker). Make a plan ... complete the design ... organise maintenance ... • Task: Investigate how traditional Aboriginal lifestyles were adapted to their environments and provided for all their social, cultural and material needs. [G] • Activities: Identify plants and other resources used by Aboriginal people and research their uses – food, medicine, fibres, implements, clothing, decoration and art. Explore methods of catching fish, birds and other animals for food. Include methods of locating food and technologies used in hunting. Research how Aboriginal peoples used natural forces, eg fire and floods, to guarantee their food supply. Include exploration of strategies used to preserve their environments. Compare and contrast to methods employed today. [TS12] Identify other ways the environment is important in Aboriginal culture, eg dance, stories, art. Observe Aboriginal dances, invite a member of the local Aboriginal community to visit the class, visit local sites or collections of Aboriginal art. Reflect on what may be learned by modern Australians from Aboriginal life. <p>Unit of Work: Sounds Great: Entertainment and sounds (pp 104–105)</p> <ul style="list-style-type: none"> • Teacher’s notes: Information about cultural etiquette on the playing of didgeridoos. Information on an ear condition which can affect Aboriginal children and the impact this may have in the classroom. <p>Unit of work: Eating out: Food production on a larger scale (pp 112–113)</p> <ul style="list-style-type: none"> • Task: Investigate methods of preparing food in large quantities. • Activities: Reflect on how people of other cultures are able to cater for groups of people, eg Aboriginal fish bake.

Stages of learning	KLAs	Resource title, description and location
Stage 3	<i>Science and Technology K–6 Support Document</i>	<p>Unit of Work: Way out Communication: Communications to different places and in different times (pp 122–123)</p> <ul style="list-style-type: none"> • Task: Investigate the changes that have occurred in communication. [I] • Activities: Using various resources, research communication methods used in the past, eg rock paintings, drums, morse code. [TS9] Observe examples that have been preserved and interpret the messages, eg Aboriginal rock paintings, Egyptian tomb paintings. Evaluate how successfully they have been preserved. Experiment sending messages using other methods identified, eg semaphore, morse code. Identify advantages/disadvantages of each method. Research how communication technologies evolved to their present forms. Record using a time line. <p>Unit of Work: Environment Matters: Effects of human activities on the environment (pp 132–133)</p> <ul style="list-style-type: none"> • Task: Investigate the effect of human activity on environments both in Australia and the rest of the world.[I] • Activities: Explore conservation in traditional Aboriginal societies. <p>Unit of Work: Food for the Tucker Box: Food production, preservation and packaging (pp 138–139)</p> <ul style="list-style-type: none"> • Teacher notes: Case studies of food production in a variety of communities could include traditional Aboriginal food production.
Stage 3	<i>Science and Technology Teachers' Kit (1991)</i>	<p>Stage 3 Booklet</p> <p><i>An Ancient Land: Changes that have occurred over time</i></p> <ul style="list-style-type: none"> • Task 6: Investigating the use of the Australian environment by Aboriginal people (pp 20–21) • Task 7: Investigating the use of the effects of European settlement on the Australian environment (pp 22–23)
Early Stage 1, Stage 1	<i>Creative Arts K–6 Units of Work</i>	<p>Visual Arts Unit of Work: Early Stage 1 – About Me (pp 6–12)</p> <ul style="list-style-type: none"> • Students observe prints of hand stencils made by Aboriginal artists. They identify and discuss the different shapes/lines/patterns, comparing these works to their own. Discuss with students the reasons why these kinds of works were made. (p 9) <p>Music Unit of Work: Stage 1 – Where the Forest Meets the Sea (pp 72–78)</p> <ul style="list-style-type: none"> • Purpose: To develop an understanding of the relationships that different Aboriginal people have with their land. (p 74) <ul style="list-style-type: none"> – Re-read the book <i>Where the Forest Meets the Sea</i>, discuss the depiction of Aboriginal people in the book and the cooking of food found in the natural environment as it is illustrated.

Stages of learning	KLAs	Resource title, description and location
		<ul style="list-style-type: none"> • Have students listen to the song ‘Noongar in the Bush’ (<i>Growin’ Up Strong</i>, Aunty Wendy’s Mob, ABC Music, 1996) and discuss the animals listed in the song as ‘real good tucker’. (p 77) <ul style="list-style-type: none"> - As a group discuss the names in the song for different groups of Aboriginal people living in different parts of Australia. - Have students discuss the kinds of ‘bush tucker’ which could be found in the rainforest and on the coast.
Stage 3	<i>Creative Arts K–6 Units of Work</i>	<p>Music Unit of Work: Exploring Tone Colour (p 89)</p> <ul style="list-style-type: none"> • This unit draws on environmental sounds and recordings of traditional and contemporary recordings of Aboriginal and Torres Strait Islander music to provide a sequence of activities based on the musical concept of tone colour, which is explored through listening, organising sound and performing, focusing on rhythmic activities. <p>Dance Unit of Work: The Living Landscape (p 177)</p> <ul style="list-style-type: none"> • The focus of this unit is on students developing their own compositions based on contemporary Aboriginal music. These compositions might also incorporate traditional dance movements and styles if permission has been granted by members of the local Aboriginal or Torres Strait Islander community. As custodians of their culture, the Aboriginal and Torres Strait Islander communities must be consulted before this unit is attempted. Such consultation should address issues of ownership, sensitivity to the significance of dance movements, music and totems to all Aboriginal people, and the knowledge base of Aboriginal students in the class. All students should be exposed to traditional styles through local dance groups, and through local community knowledge and input.
Early Stage 1	Mathematics, Creative Arts	<p>Aboriginal Perspectives through an Integrated Curriculum: four integrated units of work</p> <p>http://k6.boardofstudies.nsw.edu.au/linkages/IntegratedUnits/units_intro.html</p> <p>1. Maths with the Mob. This unit illustrates how teachers can incorporate Aboriginal contexts across a variety of key learning areas. The unit provides opportunities for students to investigate integrated mathematics and visual arts activities through exploring Aboriginal lifestyles and perspectives using currently available resources. The unit enables teachers to introduce mathematics concepts through a variety of aspects of contemporary and traditional Aboriginal culture.</p>

Stages of learning	KLAs	Resource title, description and location
Stage 1	HSIE, English, PDHPE, Science and Technology, Creative Arts	<p>2. My Place. This 10-week unit provides opportunities for students to explore concepts of belonging to groups of people and of belonging to places. The unit focuses on the students’ local community and local area, and provides opportunities for learning experiences about Aboriginal people’s relationships with family, community, environment and place. The unit looks at aspects of pre-invasion Aboriginal life as well as contemporary Aboriginal communities.</p>
Stage 2	English, Mathematics, HSIE, Creative Arts	<p>3. Terra Nullius? The Very Early Years. Students are presented with a range of problem-solving situations that reflect the significant events of the colonisation of Australia. Through discussion, students reflect on the reason that events happened the way they did, and the historical consequences of those events. This unit attempts to increase students’ understanding of how it is possible for history to be presented from different points of view. Another feature of the unit is the use of visuals. Conceptualising the past is difficult for Stage 2 students; visuals enable them to gain a deeper understanding and appreciation of the past. Visuals are also a mechanism for promoting classroom discussion which is both descriptive and critical.</p>
Stage 3	English, Mathematics, HSIE, Science and Technology, Creative Arts	<p>4. Aboriginal Technology. The teaching and learning activities in this unit enable students to develop a greater understanding of Aboriginal people and the importance of their traditional way of life. It highlights the complexity of traditional Aboriginal communities, their management of the environment and the importance of the development and use of a range of technologies. It also allows students to look at Aboriginal people’s application of the sciences within contemporary communities. An individual research project is included to encourage students to identify and research a significant Aboriginal person or community and their contribution to contemporary Australia. Each learning sequence focuses on a different aspect of Aboriginal technology. Each sequence recommends use of a text from the series <i>Aboriginal Technology</i> as a stimulus, but it is not essential; other available texts and visuals could be substituted.</p>

Stages of learning	KLAs	Resource title, description and location
K–2	Mathematics	<p>Mathematics in Indigenous Contexts Years K–2</p> <p>http://ab-ed.boardofstudies.nsw.edu.au/go/mathematics-andamp-numeracy</p> <p>Sample Mathematics program resources developed by Moruya Public School, Nowra Public School, St Michael’s Primary School Nowra. The materials show the ways in which the three schools developed a learning environment that could simultaneously meet the learning needs of all students in K–2 and explicitly acknowledge the particular challenges faced by Aboriginal students as they commence their engagement with numeracy in a school environment. The teaching and learning sequences combine a local contextualised learning environment with an explicit teaching about mathematical language. The schools were committed to developing deep learning partnerships with their Aboriginal parents and community while they trialled a language-driven approach first used with schools in Northern Queensland. In the development of the resources teachers in each school worked closely with the Office of the Board of Studies, Mathematics consultants from Department of Education and Catholic Education Office (Wollongong Diocese), and Aboriginal education consultants.</p>
K–6	Mathematics	<p>Mathematics in Indigenous Contexts Years K–6</p> <p>http://ab-ed.boardofstudies.nsw.edu.au/go/mathematics-andamp-numeracy</p> <p>The Mathematics in Indigenous Contexts project focuses on the development of culturally and contextually appropriate teaching and learning units for Mathematics. Four Stage 2 units of work were developed in two NSW schools with significant Aboriginal student enrolments. Provided with the teaching units are student assessment information and reflection, student work samples including photographs, video footage and audio grabs, and student and staff journals.</p> <p>Teaching and learning units:</p> <p>1. Aboriginal Art. This unit involves work with artefacts and the development of a snake mural onto which every student’s feet have been painted. This unit focuses on the strands of Space and Geometry (two-dimensional space and three-dimensional space) and Measurement (length).</p>

Stages of learning	KLAs	Resource title, description and location
		<p>2. A Class Picnic. This unit has been developed around Nurragingy Reserve. A wide variety of opportunities were explored using an environment away from the classroom. The unit involves Measurement (length, area, time), Space and Geometry (position), Data, Number and Working Mathematically.</p> <p>3. Four Operations in Everyday Life. This unit encouraged students to consider how they use the four operations every day. It culminated in the class catering for the Year 4 picnic at Nurragingy Reserve. The focus was on using money with the four operations.</p> <p>4. Environmental Mathematics. This unit is linked to an HSIE unit on rainforests. The students and community worked together to plant a tree corridor and a bush tucker garden. The Mathematics involved Measurement (length, area, volume and capacity, mass, time), and Space and Geometry (position).</p>
K–6	HSIE	<p>Incidents between Aboriginal people in NSW and the British colonisers 1770–1792</p> <p>http://k6.boardofstudies.nsw.edu.au/go/hsie/background-sheets/british-colonisers-1770-1792</p> <p>Incidents between Aboriginal people in NSW and the British colonisers 1770–92. This is a chronology of significant events in cross-cultural relations between Indigenous and colonial settler societies. The aim is to provide teachers with facts linked to source documents and contemporary images to enable more detailed research.</p> <p>Tracing the history of citizenship and rights for Indigenous people</p> <p>http://k6.boardofstudies.nsw.edu.au/go/hsie/background-sheets/tracing</p> <p>This chronology traces the acceptance by European colonisers of the citizenship rights of the Indigenous peoples of Australia.</p> <p>Brief Profiles of Significant People</p> <p>http://k6.boardofstudies.nsw.edu.au/go/hsie/background-sheets/profiles-significant-people</p>

Mapping Aboriginal Perspectives and Cross-curriculum Content K–10

Stages of learning	KLAs	Resource title, description and location
		<p>Visual texts http://k6.boardofstudies.nsw.edu.au/go/hsie/visual-texts For example: 'A view of Sydney Cove, NSW 1804' Edward Dayes Reproduced courtesy of Mitchell Library State Library of NSW ZV1/1802/1</p>

Section C

Years 7–10 Syllabuses

KLA	Syllabus Outcomes and Content, Syllabus Background and Relevant Texts
English	<p>Stage 4: The selection of texts must give students experience of:</p> <ul style="list-style-type: none"> a widely defined Australian literature, and other Australian texts including those that give insights into Aboriginal experiences and multicultural experiences in Australia (p 19) <p>Content</p> <p>4.12 Aboriginal English as a valid and culturally accepted variation of expression (p 23)</p> <p>10.2 identify and explore the ways different cultures, cultural stories and icons, including Australian images and significant Australians, including Aboriginal Australians, are depicted in texts (p 29)</p>
English	<p>Stage 5: The selection of texts must give students experience of:</p> <ul style="list-style-type: none"> a widely defined Australian literature and other Australian texts including those that give insight into Aboriginal experiences and multicultural experiences in Australia (p 31) <p>Content</p> <p>16.5 describe and discuss social and cultural issues in texts eg texts about Aboriginal cultures or gender issues (p 54)</p>
Mathematics	<p>Stage 4</p> <p>SGS4.4 Identifies congruent and similar two-dimensional figures stating the relevant conditions (p 27)</p> <p>Background Information Similar and congruent figures are embedded in a variety of designs (eg tapa cloth, Aboriginal designs, Indonesian Ikat designs, Islamic designs, designs used in ancient Egypt and Persia, window lattice, woven mats and baskets).</p> <p>NS4.1 Recognises the properties of special groups of whole numbers and applies a range of strategies to aid computation (p 56)</p> <p>Background Information Number systems from different societies past and present could include Egyptian, Babylonian, Roman, Mayan, Aboriginal and Papua-New Guinean. The differences to be compared may include those related to the symbols used for numbers and operations, the use of zero, the base system, place value, and notation for fractions.</p>

KLA	Syllabus Outcomes and Content, Syllabus Background and Relevant Texts
Science	<p>Essential content</p> <p>4/5.1(a) identify some of the ideas from different cultures (including those of Aboriginal and other Indigenous people) that have contributed to science throughout history (p 28)</p> <p>4/5.4(b) give examples to show that different cultures or groups within a society (including Aboriginal and other Indigenous people) may use or weight criteria differently to make a decision about an issue involving a major scientific component (p 29)</p> <p>Additional content</p> <ul style="list-style-type: none"> • research the interactions between Aboriginal peoples and the Australian megafauna (p 35) • discuss the impact on the health of Aboriginal peoples brought on by changes since the arrival of Europeans (p 35) • research Aboriginal people’s use of natural materials (including ochres and natural dyes), artifacts and weapons, shelter and housing, and cloth and string production (p 38) • describe some traditional technologies used and developed by different indigenous peoples (p 38) • research how Aboriginal belief systems relate to environmental management (p 39) • describe how the land management practices and techniques of Aboriginal and non-Aboriginal peoples have changed the environment (p 39)
History	<p>Objective – Stage 4: a knowledge and understanding of Aboriginal and indigenous peoples of the world and the nature of contact history (p 11)</p> <p>Outcomes</p> <p>4.2 describes significant features of Aboriginal and indigenous cultures, prior to colonisation</p> <p>4.3 explains the ways indigenous and non-indigenous peoples of the world have responded to contact with each other (p 12)</p> <p>Mandatory Topic: Topic 3 <i>Aboriginal and Indigenous Peoples, Colonisation and Contact History</i> This topic builds upon prior learning of Aboriginal and non-Aboriginal contact history in Stages 1–3. The nature of colonisation and its impact on Aboriginal peoples outside the Sydney region will lead to further study in Stage 5. Students will also develop an understanding of the impact of colonisation upon another indigenous people. (p 26)</p> <p>Inquiry questions</p> <ul style="list-style-type: none"> • What can we learn about Aboriginal and indigenous peoples? • What has been the nature and impact of colonisation on Aboriginal, indigenous and non-indigenous peoples? (p 26)

KLA	Syllabus Outcomes and Content, Syllabus Background and Relevant Texts
History	<p>Content for Stage 5</p> <p>Topic 1: Australia to 1914 (p 30) Objective: a knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia</p> <p>Outcome 5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia</p> <p>Content Students learn to identify the voting rights of Aboriginal peoples, women and other groups at Federation (p 31)</p> <p>Topic 2: Australia and World War I Students learn about the experiences of ONE of the following during World War I in Australia:</p> <ul style="list-style-type: none"> • persons of German descent • women • indigenous peoples (p 33) <p>Topic 3: Australia between the Wars Students learn about the significance of at least ONE important event eg: the death of Phar Lap, opening of Sydney Harbour Bridge, the Aboriginal Day of Mourning (p 35)</p> <p>Section C: Event 1920s</p> <ul style="list-style-type: none"> • the significance of at least ONE important event eg: <ul style="list-style-type: none"> – the Conniston massacre <p>Section C: Event 1930s</p> <ul style="list-style-type: none"> • the significance of at least ONE important event eg: <ul style="list-style-type: none"> – the Aboriginal Day of Mourning <p>Topic 6: Changing Rights and Freedoms Inquiry question</p> <ul style="list-style-type: none"> • How have the rights and freedoms of Aboriginal peoples and other groups in Australia changed during the post-war period? (p 40) <p>Content Section A: Aboriginal Peoples <i>Change over Time:</i></p> <ul style="list-style-type: none"> • Changing government policies towards Aboriginal peoples over time, including: <ul style="list-style-type: none"> – protection – assimilation – integration – self-determination

KLA	Syllabus Outcomes and Content, Syllabus Background and Relevant Texts
	<p><i>Group:</i></p> <ul style="list-style-type: none"> • the varying experiences of: <ul style="list-style-type: none"> – the stolen generations <p><i>Events/Issues:</i></p> <ul style="list-style-type: none"> • the role of the following in the struggle of Aboriginal peoples for rights and freedoms: <ul style="list-style-type: none"> – 1967 Referendum – Land Rights and Native Title <p>Topic 7: People Power and Politics in the Post-war Period</p> <p>Content</p> <p>Section B: People Power</p> <p>Events/Issues – Individuals</p> <ul style="list-style-type: none"> • Freedom Rides – Charles Perkins (p 43)
Geography	<p>Focus Area 4G2 Global Environments</p> <p>Focus: The geographical processes that form and transform global environments, and human interactions within environments. (p 28)</p> <p>Content</p> <p>Students learn about at least ONE global environment selected from the list above:</p> <ul style="list-style-type: none"> • the way humans, including indigenous groups, interact with the environment <p>Students learn to:</p> <ul style="list-style-type: none"> • describe the interaction of humans with the environment <p>Focus Area 5A1 Investigating Australia’s Physical Environments</p> <p>Focus: The unique characteristics of Australia’s physical environments and the responses of people to the challenges they present. (p 36)</p> <p>Content</p> <p>The Australian continent:</p> <ul style="list-style-type: none"> • the origins of the continent <p>Aboriginal perspective</p> <p>Students learn to:</p> <ul style="list-style-type: none"> • explain the origins of the continent from an Aboriginal and geographical perspective <p>Focus Area 5A2 Changing Australian Communities</p> <p>Focus: Ways in which communities in Australia are responding to change.</p> <p>Content</p> <p>Types of communities</p> <ul style="list-style-type: none"> • types of communities in Australia including indigenous communities (p 39)

KLA	Syllabus Outcomes and Content, Syllabus Background and Relevant Texts
	<p>Focus Area 5A4 Australia in Its Regional and Global Contexts Focus: Australia in its regional and global contexts and the roles of individuals and groups in planning for a better future. (p 42)</p> <p>Content Human rights and reconciliation</p> <ul style="list-style-type: none"> • future challenges for Australia in relation to: <ul style="list-style-type: none"> – human rights – reconciliation <p>Focus Area E2 Oceanography Focus: The features and importance of the world’s oceans and issues associated with them. (p 48)</p> <p>Content Ownership and control</p> <ul style="list-style-type: none"> • indigenous rights <p>Students learn to:</p> <ul style="list-style-type: none"> • examine indigenous rights in relation to oceans <p>Students learn about:</p> <ul style="list-style-type: none"> • at least ONE of the following issues relating to the use of oceans: <ul style="list-style-type: none"> – ... – indigenous rights <p>Students learn to:</p> <ul style="list-style-type: none"> • identify individuals, groups and governments involved in the issue
PDHPE	<p>Content for Stage 5 Strand 1: Self and Relationships Students learn to examine case studies of people who have overcome adversity, including Aboriginal and other Indigenous people, and identify their characteristics and qualities. (p 33)</p>

KLA	Syllabus Outcomes and Content, Syllabus Background and Relevant Texts
Creative Arts	<p>Music Content for Stage 4 Contexts in the mandatory course Musical study in the mandatory course must emphasise a range of repertoire that allows students to explore and experience the concepts of music in a broad range of contexts. This must include an exposure to art music as well as a range of music that reflects the diversity of Australian culture, including music of Aboriginal and Torres Strait Islander peoples. Teachers must be sure to present this music within a cultural context and be observant of the appropriateness of presenting such materials. (p 29)</p> <p>Compulsory topic – Australian Music Students must study Australian art music as well as a range of repertoire from the following:</p> <ul style="list-style-type: none"> • traditional and contemporary music of Aboriginal and Torres Strait Islander peoples within a cultural context <p>Students may revisit this topic, focusing on a different aspect of Australian Music. For example, one unit will focus on Australian art music while others may focus on aspects such as popular music, or Aboriginal music. (p 37)</p> <p>Visual Arts Stage 4 Critical and Historical Studies – Practice Australian and international artists, designers, architects from different times and places with a focus on those with an iconic status and others who are relevant to the cultural and personal interests of students. Consideration should be given to [eg]:</p> <ul style="list-style-type: none"> • artists from different times and cultures • Aboriginal and Indigenous artists (p 34) <p>Visual Arts Stage 5 Critical and Historical Studies – Conceptual Framework Students learn about artists and groups of artists working in Australia, international artists, designers, architects from different times and places with a focus on [eg]:</p> <ul style="list-style-type: none"> • contemporary artists and modern artists • artists from different cultures • Aboriginal and Indigenous artists (p 40)
Technology (Mandatory)	<p>Content for Stage 4 Outcome 4.1.2. A student describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications (p 21)</p> <p>Students learn to evaluate the appropriateness of specific design solutions for different cultural groups including Aboriginal and Torres Strait Islanders and other Indigenous peoples</p>
Languages	<i>Aboriginal Languages K–10 Syllabus</i>

Section D

Syllabus Support Materials Years 7–10

KLA	Resource title, description and location
English	<p>Incorporating Aboriginal and Indigenous Cross-curriculum Content in English 7–10: model units of work</p> <p>http://ab-ed.boardofstudies.nsw.edu.au/go/secondary-7-10/english</p> <ul style="list-style-type: none"> • A special people, a special place • Exploring visions of place and time • My story, your story <p>These three units of work were developed by practising English teachers from both metropolitan and regional schools. The units demonstrate how teachers can integrate Aboriginal and Indigenous cross-curriculum content into teaching programs consistent with the <i>English Years 7–10 Syllabus</i>.</p>
Mathematics	<p>Mathematics & Numeracy</p> <p>The Mathematics in Indigenous Contexts project (2003–06) charts the efforts of teachers, Aboriginal parents and community members in schools across the state to develop teaching and learning programs to assist students acquire the numeracy skills required to better engage with schooling.</p> <p>Mathematics in Indigenous Contexts Years 6–8 (2003–05)</p> <p>http://ab-ed.boardofstudies.nsw.edu.au/go/mathematics-andamp-numeracy/maths-6-8</p> <p>This section of the website outlines the process used to develop context-based multi-stage Mathematics units of work to meet the learning needs of Years 6–8 students in regional locations with significant Aboriginal student enrolments. At each site a learning team was established (including Stage 3 and Stage 4 teachers, Aboriginal Education Assistants, parents and community members, a teacher mentor, with additional support from university mentors in the first year of the project, and Board officers). The teams developed teaching and learning materials and collected student work samples for assessment purposes. Photographs, video footage and audio grabs, and student and staff journals are included to demonstrate the implementation process and exemplify key issues identified as significant for the project’s success.</p>
Science	<p>Incorporating Aboriginal and Indigenous Cross-curriculum Content in Science 7–10</p> <p>http://ab-ed.boardofstudies.nsw.edu.au/go/secondary-7-10/science</p> <p>The main focus of the Aboriginal Perspectives in Science Project has been the development of teaching-learning resources that might assist Science teachers to develop programs emphasising the Aboriginal and Indigenous cross-curriculum content, dealing with it in culturally appropriate ways and in authentic contexts.</p>

KLA	Resource title, description and location
	<p>This section of the website provides examples of teaching, learning and assessment resources that demonstrate ways in which the Aboriginal and Indigenous cross-curriculum content embedded in the <i>Science Years 7–10 Syllabus</i> could be addressed in school Science programs.</p>
History	<p>Sample Programs and Assessment tasks</p> <p>http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/history_710_support.pdf</p> <p>Stage 4 Mandatory Sample Unit of Work: Topic 3: Aboriginal and Indigenous Peoples, Colonisation and Contact History Stage 5 Mandatory Sample Unit of Work: Topic 3: Australia between the Wars Stage 5 Sample assessment for learning activity: Experiences of the Great Depression: Dialogues Stage 5 Mandatory Sample Unit of Work: Changing Rights and Freedoms Stage 5 Sample assessment for learning activity: Stolen Generations: Structured Argument</p>
Geography	<p>Stage 5 Mandatory Sample Unit of Work: Changing Australian Communities (5A2)</p> <p>http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/geography_710_support.pdf</p> <p>Unit Focus: ways in which communities in Australia are responding to change.</p>
PDHPE	<p>Incorporating Aboriginal and Indigenous Cross-curriculum Content in PDHPE 7–10: model units of work</p> <ul style="list-style-type: none"> • My Girragundji • Strong and Deadly • Exploring My Country <p>The main focus of these three units of work in this project clearly highlights how teachers of PDHPE can integrate Aboriginal and Indigenous cross-curriculum content into teaching programs in ways that are culturally appropriate and sensitive to the range of issues that are investigated.</p>
Music	<p>Stage 4 Sample Unit of Work: Australian Music</p> <p>http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/music_710_support.pdf</p>

KLA	Resource title, description and location
Aboriginal Art	<p>Aboriginal Art: Affirmations of Identity</p> <p>http://ab-ed.boardofstudies.nsw.edu.au/go/aboriginal-art</p> <p>An Indigenous artists' gallery of artworks are shown in <i>Affirmations of Identity</i>, along with a <i>Teacher's Handbook</i>, a comprehensive bibliography, and PowerPoint slide shows of Aboriginal artists' works in four different genres. The gallery, bibliography and handbook are all downloadable in both Word and pdf format for easy accessibility for the classroom. <i>Protecting Australian Indigenous Art</i> deals with intellectual property issues of respect for, and ownership of, Aboriginal and Torres Strait Islander artists' works. These are all important considerations for both students and teachers.</p> <p>There are four units of work for Stage 4:</p> <ul style="list-style-type: none"> • A Cultural Journey • Ceramic Creatures • Unforgettable Tucker • Ancestors and Family Members
Technology and Applied Studies (TAS)	<p>Incorporating Aboriginal and Indigenous Cross-curriculum Content in Technology (Mandatory): model units of work</p> <p>http://ab-ed.boardofstudies.nsw.edu.au/go/secondary-7-10/tas</p> <ul style="list-style-type: none"> • Enviro-traveller • Fibre Landscape • Plan It: A Native Garden/Walk <p>These three units of work were developed by practising Technology and Applied Studies teachers from both metropolitan and regional schools. The units demonstrate how teachers can integrate Aboriginal and Indigenous cross-curriculum content into teaching programs consistent with the aim of the <i>Technology (Mandatory) Years 7–8 Syllabus</i>.</p>
Aboriginal Languages K–10	<p>Syllabus implementation support</p> <p>http://ab-ed.boardofstudies.nsw.edu.au/go/aboriginal-languages</p> <p>The aim of the Aboriginal Languages website is to present practical advice as well as the successes and lessons from different language programs held around NSW since 2004. It will be updated every year to include more examples of units of work, practical advice and the experiences of schools and communities. These examples will be useful to those schools and community groups already running programs and guide others to become active and involved in a language program in their region.</p>