

# BURNING ISSUES

National Statements of Learning

Various learning area outcomes could be targeted when using this resource with students. The outcomes chosen by an individual teacher will depend on the emphasis taken both offline and online when using this module and should reflect ONLY the outcomes that will be directly assessed and for which evidence of learning will be gathered.

*In alignment with the National Statements of Learning, Burning Issues could provide opportunities for students to:*

<b>SCIENCE</b>	<b>National Statements of Learning</b>
Year 7	<p><b>Science as a Human Endeavour</b></p> <ul style="list-style-type: none"> <li>▪ Use their scientific understandings to predict consequences of and suggest creative solutions to issues relevant to them.</li> </ul> <p><b>Science as a Way to Know</b></p> <ul style="list-style-type: none"> <li>▪ Communicate ideas and understandings using appropriate representations including models and use scientific terminology in familiar contexts.</li> </ul> <p><b>Living Things</b></p> <ul style="list-style-type: none"> <li>▪ Explore how the survival of organisms within a particular environment is dependent on their suitability to that environment.</li> </ul>
	<p><b>Science as Human Endeavour</b></p> <ul style="list-style-type: none"> <li>▪ Give due consideration to relevant scientific understandings and processes when making informed, responsible and ethical decisions about real-world situations.</li> <li>▪ Develop an enhanced understanding of current issues that involve implications of research, applications of science or future sustainability.</li> <li>▪ Recognise that scientific understandings throughout history have been and will continue to be shaped by individuals and groups from diverse cultures.</li> </ul>

	<b>National Statements of Learning</b>
<b>Year 9</b>	<b>Science as a Way to Know</b> <ul style="list-style-type: none"> <li>▪ Communicate ideas and understandings using scientific terminology correctly and in context and use appropriate representations such as models.</li> </ul>
<b>ICT</b>	<b>National Statements of Learning</b>
<b>Year 7</b>	<b>Inquiry</b> <ul style="list-style-type: none"> <li>▪ Use ICT to prepare plans for managing and monitoring investigations and to record reasons for adjusting the plans.</li> </ul> <b>Creating</b> <ul style="list-style-type: none"> <li>▪ Use ICT as a tool to analyse and creatively represent new understandings.</li> </ul>
<b>Year 9</b>	<b>Inquiry</b> <ul style="list-style-type: none"> <li>▪ Select and use a range of techniques and ICT to manage, organise, manipulate, represent and use information and data from a variety of sources.</li> </ul> <b>Creating</b> <ul style="list-style-type: none"> <li>▪ Select and creatively apply suitable ICT to develop ICT learning solutions that inform, entertain, move or persuade audiences, or serve a particular function.</li> </ul>
<b>ENGLISH</b>	<b>National Statements of Learning</b>
<b>Year 7</b>	<b>Writing Information and Argument Texts</b> <ul style="list-style-type: none"> <li>▪ Provide an introduction that outlines the scope of the topic, and then develop the topic with ideas, descriptions, opinions and/or explanations that are logically organised (for information texts).</li> <li>▪ Provide an introduction that states their position, logical supporting arguments that may include some details or evidence and a conclusion (for argument texts).</li> </ul>
<b>Year 9</b>	<b>Writing Information and Argument Texts</b> <ul style="list-style-type: none"> <li>▪ Make appropriate selections of information from a few sources and attempt to synthesize and organise this in a logical way.</li> <li>▪ Provide a statement of their own position or the major perspectives/concerns of the issue and preview the arguments or the structure of the information to follow.</li> <li>▪ Structure texts to provide a major point to each paragraph with some elaboration conclude with a restatement of their position or a summary of the main arguments, issues or recommendations.</li> <li>▪ Conclude with a restatement of their position or a summary of the main arguments, issues or recommendations.</li> </ul>