

# 2024 Year 8 Unit Outline

## Cultural Integrity

**Teacher(s):** *Stuart Gilding, Jamie Hawke*

**Faculty:** *Cultural Integrity*

**Unit Duration:** Semester 1, 2024

**The Australian Curriculum Achievement Standards** The Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is designed for all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures.

### Australian Curriculum Achievement Standard:

Students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past.

Students identify the accuracy and usefulness of sources as evidence. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.

Students use culturally appropriate norms, skills and protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities. Students identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past.

**Unit Description:** The Cultural Integrity unit explores indigenous culture and history. It is broken into four main themes. These are Identity, History, Reconciliation and Culture. Students will explore Connection to Country, the importance of storytelling and how it is used as a way of learning, the impact of colonisation, federation, and the significance of reconciliation. The unit will also explore the Ngunnawal culture and significant individuals. This unit contains topics which may raise concerns with families in our community. Please contact class teachers if you have any specific concerns.

### Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. *They use culturally appropriate norms, skills and protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities. (Yr 7/10. 1974)*
2. *Interpret and respond to a range of real and imaginative texts by sharing personal views, comparing themes, describing and explaining aspects of artistic expression and how these relate to land, people, plants, animals and social and ecological relationships. (Yr 7/10. 1908 & 1909)*
3. *Identifies the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past (V9.HH.7.02)*
4. *Describes the historical significance of the ancient past and the histories of early First Nations Peoples of Australia and describes the perspectives, attitudes and values of the past in sources (V9.HH.7.01 & V9.HH.7.11)*

**Materials and Equipment Required:** Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students are required to provide the following additional materials and equipment.

**Absences from Class:** Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

**Use of IT in Class:** A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook charged and ready to all lessons, and the use of these devices in class will be at the discretion of the teacher.

**Homework:** Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

**Late Work:** Extensions may be negotiated with individual teachers before the due date

**Plagiarism:** Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. Parents may be contacted as part of this process.

**Assessment Portfolio:** This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

**Portfolio Assessment Tasks for this subject will include:**

	<b>Week / Date Due</b>	<b>Essential Learning</b>
1. Identity - Creative Response	<b>4</b>	<b>1,2</b>
2. History - Source Analysis	<b>9</b>	<b>3,4</b>
3. Culture - Verbal Response	<b>15</b>	<b>1,2,3,4</b>
4. Acknowledgement of Country	<b>Ongoing</b>	<b>1</b>
5. Reflections, discussion contributions and classwork	<b>Ongoing</b>	<b>1,2,3,4</b>

**A-E Reporting Grade Descriptors** These are the grades and grade descriptors for reporting at the end of each Semester.

**A** Demonstrating **excellent** achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)

**B** Demonstrating a **high** achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)

**C** Demonstrating **satisfactory** achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)

**D** Demonstrating **partial** achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)

**E** Demonstrating **limited** achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

**S** **Status** is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

#### **Grade Descriptors and the "C" grade**

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

#### **Appeals**

*A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.*

#### **Executive Teacher**

Michelle Coleman

24/01/2024

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