

Softlink LearnPath Guides

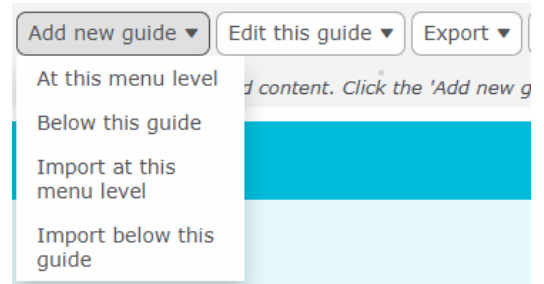
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Senior Years – History

Ancient Persia

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Ancient Persia

ANCIENT PERSIA: SUMMARY

The Persian Empire is the name given to a series of dynasties centred in modern-day Iran that spanned several centuries—from the sixth century B.C. to the 20th century A.D. The first Persian Empire, founded by Cyrus the Great around 550 B.C., became one of the largest empires in history, stretching from Europe's Balkan Peninsula in the West to India's Indus Valley in the East. This Iron Age dynasty, sometimes called the Achaemenid Empire, was a global hub of culture, religion, science, art and technology for more than 200 years before it fell to the invading armies of Alexander the Great.

At its height under Darius the Great, the Persian Empire stretched from Europe's Balkan Peninsula—in parts of what is present day Bulgaria, Romania and Ukraine—to the Indus River Valley in northwest India and south to Egypt.

The Persians were the first people to establish regular routes of communication between three continents—Africa, Asia and Europe. They built many new roads and developed the world's first postal service.

LIBRARY RESOURCES

500 Year Rise
NSW Ancient History, Year 11

GOOGLE MAPS: PERSIA

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION

Students will develop and understanding of Persian society during the reigns of Darius and Xerxes by analysing a variety of sources, including archaeological and written evidence. They will evaluate the political, economic, social and cultural structures of the empire and demonstrate their historical skills through the assessment task.

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

- Use evidence from primary and secondary sources, including inscriptions and archaeological findings to support arguments.
- Analyse the role of Persian bureaucracy and leadership with reference to historical sources.
- Evaluate the significance of palace complexes and Persian art and architecture in reflecting societal values.
- Communicate historical arguments clearly, using appropriate terminology and structured responses.

Senior Years – English

King Richard III

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > King Richard III

LIBRARY RESOURCES

Richard III: A History
The most important events in Richard III's life
Understanding Richard III
Henry VI
A night on the night's dream
The English of the 15th century
Richard III and Juliet
Contextual Understanding
Richard III: A History
Richard III: A History

TEXT: KING RICHARD III

Richard III: A History
Richard III: A History

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION

Students will understand how to critically analyse and compare King Richard III and Looking for Richard, focusing on the interplay between content, form, and language to explore differing perspectives on human relationships and power dynamics.

SUCCESS CRITERIA

- Textual Analysis: Provide insightful analysis of both texts, highlighting how each composer portrays human relationships and power structures. Identify and discuss key themes, motifs, and symbols that link the two works.
- Contextual Understanding: Explain how the historical and cultural context of each text influences the author's perspective.

PLEASE LOGIN TO SUBMIT YOUR

Rainbow's End

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Rainbow's End

PREVIOUS VCE EXAM QUESTIONS (ENGLISH)

2024
Rainbow's end by Jane Harrison

1. 'Least here we do things our way – no one breathes down our necks'.
Home is central to identify in Rainbow's End
To what extent do you agree?
1. In Rainbow's End, attempts to be helpful are often unsuccessful.
Discuss

2023
1. To what extent does Rainbow's End show that the characters optimism is justified?

LIBRARY RESOURCES

Visitors
Rainbow's End Summary
Rainbow's End Discovery

TEXT: RAINBOW'S END

About the Play
Rainbow's End
Jane Harrison

'Rainbow's End' is set in the 1950s and follows the Dear Family's story—three generations of Victorian Koorl women which includes the grandmother Nan, her daughter Gladys, and granddaughter Dolly—it shows the experiences faced by Indigenous communities in Australia.

Living in marginal conditions, the family navigates segregation from the white community as well as systemic neglect and hardship. Family bonds and relationships are

READING AND RESPONDING TO TEXTS

Rainbow's End Text Structure
Rainbow's End - Character

Perspectives

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Perspectives

LIBRARY RESOURCES

Go Back to Where You Came From
The Conversation
Creative activity - Imagine you have to create a new series of Go Back to Where You Came From 2024
How you would construct the social experiment. Things to include in your plan are:
• How can the participants be recruited?

GO BACK TO WHERE YOU CAME FROM

KEY QUESTION

How does 'Go Back to Where You Came From' challenge audiences to reconsider their perspectives on refugees and migration policies?

THE CONVERSATION

The Conversation: Reality TV encounters the refugee crisis
Creative activity - Imagine you have to create a new series of Go Back to Where You Came From 2024
How you would construct the social experiment. Things to include in your plan are:
• How can the participants be recruited?

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION

Throughout this unit, you will critically engage with different perspectives presented in Go Back to Where You Came From, The Conversation with Henry Lawson and Leah Purcell, and The Help. You will analyse how authors and creators use language, structure, and form to shape meaning and influence audiences. By applying critical lenses—including feminist, post-colonial, and historical perspectives—you will evaluate how texts reflect or challenge dominant values and attitudes. Through your reading, comparative analysis, and creative responses, you will develop a nuanced understanding of the complexities of migration and belonging.

PLEASE LOGIN TO SUBMIT YOUR

Year 10 – English

Dystopian Fiction


LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Suffolk > Dystopian Fiction


UTOPIA VS DYSTOPIA: DEFINITION & CHARACTERISTICS

Utopia: A place, state, or condition that is ideally perfect in respect of politics, laws, customs, and conditions.

Dystopia: A futuristic, imagined universe in which oppressive societal control and the illusion of a perfect society are maintained through corporate, bureaucratic, technological, moral, or totalitarian control. Dystopias, through an exaggerated worst-case scenario, make criticism about a current trend, societal norm, or political system.



LIBRARY RESOURCES



LEARNING INTENTION & SUCCESS CRITERIA

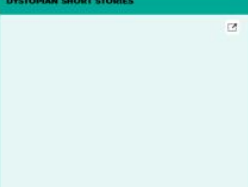
LEARNING INTENTION

Students will critically analyse how dystopian conventions shape narratives and explore their role in reflecting societal concerns. They will identify and evaluate how language features (narrative structure, and literary devices) are used to construct dystopian texts. Through experimentation with these elements, students will develop their own dystopian narratives.

PLEASE LOGIN TO SUBMIT YOUR DYSTOPIAN CHECKLIST ON ACADEMIC ENGAGEMENT.

- Identify and evaluate how narrative structure, language features, and literary devices contribute to the dystopian genre.
- Create a short story that effectively incorporates dystopian conventions, including setting, character development, and conflict.
- Use and refine figurative language, descriptive techniques, and dialogue to enhance narrative style and engagement.

DYSTOPIAN SHORT STORIES



Year 9 – History

Industrial Revolution

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Suffolk > Industrial Revolution

DISCUSSION POINTS



Questions concerning ideas of progress

- How was progress described by the leaders of Britain and other industrial nations during the Industrial Revolution?
- Was this a new way of thinking about progress?
- How did the British people benefit from the Industrial Revolution?
- Did all British people benefit equally?
- Did some British people suffer? If so, why?
- Did the Industrial Revolution have a direct impact on people in British colonies? If so, how?
- Did anyone try to remedy the problems caused by industrialisation? If so, how? With what success?

LIBRARY RESOURCE



ONLINE RESOURCES

Digital Classroom

- National Museum of Australia: Industrial Revolution 1750 - 1914



- History:** The Industrial Revolution was a period of scientific and technological development in the 18th century that transformed people, society, agriculture—especially in Europe and North America—into industrial, urban ones. Goods that had once been painstakingly crafted by hand started to be produced in mass quantities by machines in factories, thanks to the introduction of new machines and techniques in textiles, iron making and other industries.

Video: Causes of the Industrial Revolution



Year 9 – English

Hunt for the Wilderpeople

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Hunt for the Wilderpeople

LIBRARY RESOURCES

Willy and Hugh
HARRY POTTER & THE ORDER OF THE PHOENIX
HARRY POTTER AND THE PRISONER OF AZKABAN
HARRY POTTER AND THE ORDER OF THE PHOENIX
HARRY POTTER AND THE HALF-BLOOD PRINCE
ALAN AND DORIS HOPKINSON'S HAPPY BIRTHDAY ALBUM
Boy Swallows Girls
COP AND ROBERT
My place
WHETHER YOU ARE

FOCUS: HUNT FOR THE WILDERPEOPLE

SUMMARY OF THE UNIT:
PART OF A FAMILY
Families come in many different forms, and they play a huge role in shaping who we are. In this unit, you will explore the meaning of family, how it is represented in different texts, and how personal experiences shape our understanding of belonging and identity. You will analyse a range of texts, including films, TV shows, poetry, and personal stories, to see how families are portrayed in different ways across time and cultures.

A key focus of this unit will be the film *Hunt for the Wilderpeople*, which follows the journey of Ricky Baker, a troubled foster child, and his reluctant guardian, Uncle Hec. Their story takes place in the New Zealand wilderness.

KEY INQUIRY QUESTIONS

What does being part of a family mean to you?
How are they represented in different literary texts?
Can family extend beyond blood relations?
How does family impact personal growth and wellbeing?

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION
Families shape who we are, but they don't always look the same. In this unit, you will explore the concept of family through different texts, with a focus on *Hunt for the Wilderpeople*. You will examine how relationships, identity, and belonging are represented in literature and film, and how personal experiences influence our understanding of family. Through analysis, discussion, and creative responses, you will develop your ability to interpret themes.

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

Analyse how *Hunt for the Wilderpeople* and other

Looking for Alibrandi

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Looking for Alibrandi

TEXT: LOOKING FOR ALIBRANDI BY MELINDA MARCHETTA

SYNOPSIS
Josephine Alibrandi is seventeen and in her final year at a wealthy girls' school. This is the year she meets her father, the year she falls in love, the year she finds the real truth about her family—and the identity she has been searching for. The year she gets herself free. Multi-award-winning and a bestselling modern classic beloved by so many, *Looking for Alibrandi* will stay with you always.

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION
In this unit, you will explore *Looking for Alibrandi* and how it examines identity, culture, and belonging in Australia. Through the novel and its connections to other texts, you will analyse how personal and cultural identity is shaped by family, society, and historical context. You will investigate how Marchetta uses language, structure, and literary techniques to position the audience and reflect on universal themes of adolescence, change, and self-discovery. By comparing *Looking for Alibrandi* with other texts, such as *Stand Up from Nowhere Now*, you will develop a deeper understanding of how different perspectives

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

Analyse how *Looking for Alibrandi* explores identity, belonging, and multiculturalism.

Explain how Marchetta's language choices, imagery, and literary techniques position the audience.

Compare and contrast *Looking for Alibrandi*

Blackfish

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Blackfish

FILM: BLACKFISH

SUMMARY
Director Gabriela Cowperthwaite began investigating the death of a trainer who was dragged to her death during a "Dive with Sharks" show at SeaWorld. She soon found the initial story gave way to a far more shocking and further-reaching situation that plumbed the depths of a billion-dollar industry. A killer whale linked to three trainer deaths over two decades. Taken to the backbones of the story presented in *Blackfish*. However, Cowperthwaite discovered a world of orca attacks on trainers in parks around the world, although never in the wild.

Featuring testimonies from experts and trainers, and with never-before-seen footage, *Blackfish* artfully and powerfully explores the complex relationship we have with entertainment and nature, and the repercussions of keeping these sensitive and intelligent creatures in captivity.

Charlotte Cook
Source: <http://www.ted.com>

LIBRARY RESOURCES

HOW TO SPEAK WHALE
ORCA KILLER WHALE
WHALE
CHOCOLATE
THE WHALE
THE WHALE

WATCH THE MOVIE ON NETFLIX

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION
To analyse how *Blackfish* constructs its message and influences audience perception by examining its use of film techniques and persuasive strategies. Compare different representations of animal captivity in *Blackfish* and other media sources, evaluating their effect, tone, and effectiveness.

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST:

Use persuasive techniques, including rhetoric, device and emotive language.

Year 7 – English

Poetry of Place

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Poetry of Place

LIBRARY RESOURCES

The Best Australian Poems 2015
Cricket & Sport in Verse
Henry Lawson Poems
Untangling Songbirds
The Taste of River Water
Writing Poetry from the Inside Out
Button Light
The Hunting of the Snark
The Canterbury Tales
Dirty Dog

INQUIRY QUESTIONS

ESSENTIAL QUESTION

How does First Nations poetry help us understand First Nations ways of Country?

Video: What Makes a Hero
Video: Poetry of Place

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION
Students will understand the significance of Country and place in First Nations poetry, identifying and analysing literary devices used to convey meaning. They will develop skills in writing poetry that expresses identity, connection, and disconnection while exploring the role of First Nations heroes in cultural processes.

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

Explain why Country and place are

Auto/Bio & Memoirs

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Auto/Bio & Memoirs

LIBRARY RESOURCES

NEIL ARMSTRONG
MARIE CURIE
ALIBRANDI
A FORTUNATE LIFE BY A.B. FACEY

PRESENTATION: INTRODUCTION TO AUTO/BIO AND MEMOIR

Video: How to Write a Memoir

TEXT: A FORTUNATE LIFE BY A.B. FACEY

AUTOBIOGRAPHY

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

Explain why Country and place are

Year 7 – Geography

Landscapes and Landforms


LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Landscapes and Landforms

SUMMARY OF GEOGRAPHY AND LANDSCAPES & LANDFORMS

Geography is the study of the Earth's environments, landscapes, and the interactions between people and places. It helps us understand how natural and human processes shape the world around us. Geographers use tools such as maps, satellite images, and fieldwork to investigate and analyse these changes.

Landscapes are the visible features of the Earth's surface, including both natural and human-modified environments. They include mountains, valleys, rivers, deserts, and coastal areas. Landforms, on the other hand, are the specific physical features within a landscape, such as volcanoes, dunes, and plateaus. These landforms are created and changed over time through geomorphic processes like weathering, erosion, deposition, and tectonic activity.



WHAT IS GEOGRAPHY?

LIBRARY RESOURCES

Video: Landforms

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION

Students will develop an understanding of the diversity of landscapes and landforms on Earth, as well as the natural and human processes that shape them. They will explore the cultural, environmental, economic, and recreational value of these landscapes, investigating how human activities impact and modify them over time. Additionally, students will examine geomorphic hazards such as earthquakes, tsunamis, and tsunamis, analysing their impact on communities. Students will engage in fieldwork and research to understand the real-world implications of these processes.

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

GOOGLE MAPS


World Cultures

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > World Cultures

ESSENTIAL QUESTIONS

- How does where you live determine how we live?
- Is there a bad way to live?
- What would the world look like if we were all from the same culture?



Learning Plan:

- Define culture

LIBRARY RESOURCES

Countries of the world

DK Eyewitness Travel Guide Paris, France, DK

The world factbook

WHAT IS CULTURE?

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION

Students will understand the importance of preserving Indigenous cultures and develop a campaign that effectively communicates this message to the wider community.

SUCCESS CRITERIA

- I can explain how the environment and history influence a culture's traditions, challenges, and values.
- I can identify and describe the unique characteristics of different Indigenous cultures.
- I can use persuasive techniques and digital tools to create an engaging campaign that promotes cultural preservation.
- I can clearly communicate the significance of protecting Indigenous cultures through a video, product, or website.
- I can develop a strategy for raising awareness and encouraging public support for cultural preservation efforts.

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

Year 6 – The Arts

Visual Arts: This is a Landing page

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Visual Arts

AUSTRALIAN CURRICULUM

LEVEL DESCRIPTION: VISUAL ARTS, YEARS 5 AND 6

In this band, students continue to learn and through the practices of the Arts subjects, building on their prior learning and experience. They work creatively and purposefully and continue to develop their connections with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Students engage with artworks, artists, practices across cultures, times, places and/or other contexts. For example, exploring artworks, arts spaces and practices in their local area, state/territory or a country or region of Asia. They take opportunities to engage with living artists and their work, for example, by visiting art spaces or exploring artworks and experiences such as exhibitions available through online spaces. They continue to use creative materials such as paper, pencils, paints, gouache and clay and explore as inspiration for their visual arts practice. These experiences support students to develop aesthetic knowledge across cognitive, sensory, motor and physical domains, and to value artworks and practices from diverse cultures.

In this band, the focus is on students:

1. Exploring and responding to:
 - Artworks from local, regional, national and global cultures, times, places and/or other contexts that show their aesthetic, historical, cultural, and social values.

Ken Done

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Ken Done

ARTIST: KEN DONE



Ken Done is one of Australia's most celebrated artists. He started his career as an Art Director working in the advertising industry, but he decided to focus on being an artist and had his first solo exhibition in 1980. Ken Done has been a member of the Order of Australia (AO) for his services to Art, Design and Tourism in 1992. Together with wife Judy Done, Ken created the company 'Three Art and Design'. The company won the Fashion Industries of Australia's Grand Award in 1995.

VISIT: THE ROCKS - SYDNEY



GALLERY & SHOP

VIDEO: HOW TO DRAW A FACE

VIDEO: KEN DONE - LET'S TALK ABOUT PAINTING

PORTRAITURE



Portraiture is the artist process of creating an artwork based on a person. The portrait shows something about the person - who they are, a self-portrait when the artist creates a portrait of themselves. Through some portraits show only fragments of the person - like their job, belonging or even a place.

Artists create portraiture to convey the subject's mood, appearance or perhaps a message, to commemorate them. We can tell a lot about the artist and their portraiture by the use of color, shape and design.


Done, K. (2004, June 18). Ken Done - About | Educational Resources. KenDone.com.au.

Albert Namatjira

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Albert Namatjira

ARTIST: ALBERT NAMATJIRA (1902 - 1959)



Albert Namatjira is one of Australia's great artists, and perhaps the best known Aboriginal painter. His western style landscape - different to traditional Aboriginal art, made his famous. Fame led to Albert and his wife becoming the first Aboriginals to be granted Australian citizenship. It was a significant achievement, because at that time Aboriginals had no rights. His search for Albert Namatjira, his parents called him Das, but after moving to an Aboriginal mission (Coomang) and studying Christianity, they baptised and renamed their son.

This material was downloaded from the

FILE: STUDENT ACTIVITY

VIDEO: THE MAN WHO CAPTURED THE HEART OF AUSTRALIA

VIDEO: ALBERT NAMATJIRA

NATIONAL GALLERY AUSTRALIA: ALBERT NAMATJIRA

Brett Whiteley

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Brett Whiteley

ONLINE RESOURCES



In Dialogue with the Muse of Art History: **Brett Whiteley** - Brett Whiteley was born in April 1939, a few weeks before the outbreak of WWII. Like Ginger Mags, Brett had a mop of red hair and was a bit of a loner, but unlike the comic book hero was no Aussie battler, coming from a comfortable middle class background on Sydney's north shore. He had precocious talent for drawing, winning an art prize at the age of seven, the first of many that came early in his career. His parents were keen on the theatre and the arts and encouraged their son to pursue his interest in drawing and painting.

Brett Whiteley Artist (1939 - 1992): After winning a grant from the Arts Gallery of NSW at the age of 22, Brett Whiteley set up residence in London where he amazed art collectors with his highly experimental paintings. Whiteley became the youngest artist to be purchased by the Tate Gallery when it acquired his only two works at the time, Red Painting and White Painting.

ART GALLERY OF NEW SOUTH WALES



Video Brett Whiteley aged 25

VIDEO: BRETT WHITELEY - THE LANDSCAPE

Frederick McCubbin

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Frederick McCubbin

ONLINE RESOURCES

- Frederick McCubbin 1855-1917 - Biography: The son of a doctor, McCUBBIN began sketching in the inner suburbs of Melbourne in the late 1860s, where he met Louis Basart - a Swiss-born artist whose romantic landscape of the demarcated Australian countryside had a great impact on his later work. From 1867 to 1870 McCubbin attended evening classes at the Artisan School of Design of Carlton where he befriended fellow artists Louis Abrahams and Charles Douglas Richardson.

FILE: LEARNING RESOURCE

VIDEO: FREDERICK MCCUBBIN

VIDEO: FREDERICK MCCUBBIN (1855-1917)

FILE: FREDERICK MCCUBBIN - STUDENT DISCUSSION POINTS


VICTORIAN ARTISTS SOCIETY

Grace Cossington-Smith


LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Grace Cossington Smith

VIDEO: GRACE COSSINGTON SMITH - THE ARTIST




VIDEO: MY FAVOURITE WORKS



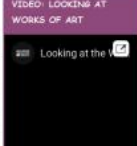
ONLINE RESOURCES

- Art Gallery NSW: **Grace Cossington Smith (1892-1980)** - One of Australia's most celebrated 20th-century painters, Grace Cossington Smith was an important early exponent of modernism in Australia.

VIDEO: GRACE COSSINGTON SMITH



VIDEO: LOOKING AT WORKS OF ART




NATIONAL GALLERY AUSTRALIA: GRACE COSSINGTON SMITH

Howard Arkley


LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Howard Arkley

ARKLEY WORKS - HOWARD ARKLEY WEBSITE



NATIONAL GALLERY OF VICTORIA: HOWARD ARKLEY



ONLINE RESOURCES

A Howard Arkley: Born 1951, Melbourne, Victoria. Lived and worked Melbourne. Died 1999.

Howard Arkley's upbringing in suburban Melbourne, alongside exhibitions such as a Sidney Nolan retrospective (1986-2007) and The Field (1966) at the National Gallery of Victoria, informed his first forays into painting and had a direct impact on the development of his signature style. Arkley's dynamic and stylised use of color and line, along with his use of an airbrush to apply paint, created images immediately devoid of the artist's hand. Through this aesthetic, his work maintained a consistent exploration of both the suburban sphere and popular culture within Australia.

HOWARD ARKLEY: THE ARTIST

- An artist whose career was tragically cut short, **Howard Arkley** (1951-1999) first became aware of the airbrush in 1969 in his first year at art school.

Biography

- **Howard John Arkley (1951-1999)** biography


Year 6 – English

Heroes, Rebels & Innovators

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Heroes, Rebels & Innovators

TEXT: HEROES, REBELS & INNOVATORS



Powerful and exciting, here are seven inspiring stories about Aboriginal and Torres Strait Islander people from history. Amongst these are Patigarrang, a Dangg woman who worked with a British officer of the first fleet, teaching him words from local Aboriginal languages; together they wrote the first written record of any Aboriginal language; Mawuna Nwananidjia, a woman of the Strait Islander, Murrumbidgee and Papua New Guinea heritage and the first Indigenous woman to receive the Royal Humane Society's Gold Medal for bravery; and Jacky Jacky who led the rescue of extreme people during...

VIDEO: BIN FLOOD SPECIAL


VIDEO: THE HEROES OF GUNDAGAI

SEARCH THE LIBRARY DATABASES

Listen: Ask YouTube! Search for books to listen to.

SENTENCE STRUCTURE

LINK: GOOGLE EARTH GUNDAGAI




Blueback

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Blueback

SYNOPSIS



A heart-warming tale of family, friendship, and the power of one person to make a difference.

While a marine biologist Abby Jackson is out at sea researching the heart-breaking destruction of coral reefs, she's called back home with the news that her mother has fallen ill. Abby begins reflecting on her childhood and the powerful influence her mother, Dora, had on her worldview. Through Bluebacks, we meet teenage...

ALLEGORY OR FABLE?

Allegories and Fables are similar, however they both possess unique features that make them clearly distinct from each other.

Allegory

- A story, poem or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.
- concept
- ideology
- play
- picture
- symbols
- deeper meaning


Fable

- A short story that usually features animals as characters.
- Animals feature the protagonist
- Moral part of original fable people
- ends a general truth


ONLINE RESOURCES

- **Western Star** - Western Star: Scientist's species is endemic to the south-west of Western Australia and along the south coast to Victoria.
- **UNESCO** - World Heritage List: Blueback Shag
- **Climate Change** - Climate Change poses a Threat to our Oceans Article
- **Climate Change** - Pacific Islander an extinction date & statistics
- **Climate Change** - How does climate change affect the climate?
- **What is Ocean Acidification** - What is Ocean Acidification so important?
- **Our Blue Planet** - The Importance of a Clean Ocean
- **The List of Reasons Why You Should Care** - Why the Ocean is important for life on Earth.
- **Great Barrier Reef Foundation** - Great Barrier Reef Foundation
- **Coral Bleaching** - What is Coral Bleaching and what we're doing to help. What is coral bleaching? When corals are under stress, they...

BLUEBACK - TRAILER



CURRENT STATE OF THE OCEAN

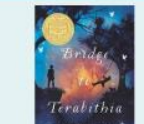


Bridge To Terabithia

LearnPath Hub Community View


LearnPath Hub > LearnPath Community Content Hub > Softlink > Bridge to Terabithia

BRIDGE TO TERABITHIA



After training all summer to be the fastest runner in the fifth grade at Lark Creek Elementary School, Jess Aarons loses the race to a girl on the first day of school. Incredibly, however, the girl becomes his best friend. Leslie Burke's imagination leads them to Terabithia, an imaginary kingdom they build on the woods. Jess and Leslie rule their fantasyland, delightfully free of the loneliness, social pressures, and bullies of their everyday lives. Through Leslie's friendship Jess experiences a new sense of freedom, but he is unprepared for the tragedy that leaves him to reign in Terabithia.

BOOK TRAILER




SEARCH DATABASES

Search other sources for:


LIBRARY RESOURCES

Search for:

AUDIO BOOK



OFFICIAL TRAILER




Greek Myths & Legends

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Greek Myths & Legends


TEXT: GREEK MYTHS




SYNOPSIS:

Enter a world where anything is possible. A god might be a stream or an eagle in the sky. The myths of ancient Greece are full of such wonders, as well as a host of courageous heroes, cunning bastards, and terrible monsters. Ann Turville's compelling prose entices readers of the most celebrated myths from the goddess of Demeter to the ill-fated love of Oedipus and Phaedra from Pandora's curious invention...

LIBRARY RESOURCES



VIDEO: GREEK MYTHS & LEGENDS



REEK GODS EXPLAINED

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION

Students will explore the foundational aspects of Greek mythology through the ten Greek Myths by Ann Turville. Students will gain an understanding of the creation myths, the key Olympian Gods, and their roles in ancient Greek society. Through this exploration, students will also develop their ability to connect mythological stories to natural phenomena and cultural values. The ultimate goal is to enhance their analytical skills by comparing ancient beliefs...


PLEASE LOGIN TO SUBMIT

The First Scientists

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > First Scientists

TEXT: THE FIRST SCIENTISTS BY COREY TUTT



SYNOPSIS

Have you ever wondered what the stars can tell us? Did you know the seasons can be predicted just by looking at subtle changes in radar? Maybe you have wondered about the origins of glue or if forensic science is possible without a crime scene investigation. Australia's first people have the longest continuing culture on Earth and their innovation will amaze you as you leaf through the pages of this book, learning fascinating facts and discovering the answers to life's questions.

VIDEO: THROUGH OUR EYES - THE EMU IN THE SKY

VIDEO: STAR TALES

ONLINE RESOURCES

- **Indigenous seasonal calendar** - Indigenous language groups from across Australia have partnered with CSIRO to co-develop seasonal calendars. They are important enablers for sharing and learning about Indigenous knowledge and management of Country.

FILE: REFLECT ON HOW & WHY WE THINK

LISTEN: ABC RADIO - INTERVIEW WITH COREY TUTT




Holes

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Holes

HOLES - SUMMARY

HOLES BY LOUIS SACHAR

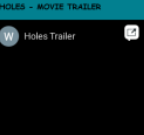


Stanley Yelnats believes his family has been cursed. A story passed from generation to generation says that Dry, his great-grandfather, failed to fulfill a promise to an old farmer and his wife, who cursed him, and his family, after being mistakenly convicted for stealing a pair of shoes. Stanley is sent to Camp Green Lake. The name is deceptive, the camp is a detention camp for boys in the middle of the Texas desert.

Stanley is thrown into tent D with a diverse mix of other juvenile delinquents, including a quiet boy named Zero. The "camps" are made to dig holes, under the watchful eye of Mr. Sir, the counselor. Mr. Sir claims it is to build character, but Stanley uncovers that the Warden is using the boys to help her search for something.

In a secondary plot, readers learn that Green Lake used to be a well-to-do area, rich and abundant, on the edge of a large lake. Kate, the school teacher, falls in love with Sam, a local medical...

HOLES - MOVIE TRAILER



BEHIND THE SCENES FACTS

8 Behind the Scenes Facts...

BACKGROUND INFORMATION

The One & Only Ivan

LearnPath Hub Community View


LearnPath Hub > LearnPath Community Content Hub > Softlink > The One & Only Ivan

THE ONE & ONLY IVAN - SUMMARY

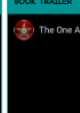
SUMMARY

Ivan, Stella, and Bob are animals living in the Big Top Mall. Ivan, an acherok gentile, is in a cage for rearing. Stella performs aquatic tricks. Bob is a dog who loves to bark. Mack, the owner of the mall, buys Bob, a small elephant, in an effort to use her to sell more going home. A sick Stella makes Bob promise to get Bob his son, Julie, the daughter of George who steals the mall, is a friend to the three animals. After Stella dies, Mack begins treating Bob like he means to harm. Ivan talks with Ruby. Dan remembers what it is like...

AUDIO BOOK



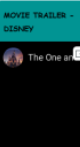
BOOK TRAILER




VOCABULARY

- **Cassidy**: a rich, deep, red color inclining to purple.
- **Sludge**: heavy blackish or very dark brown fluid from a nearby tropical tree.
- **Opposite**: on one of territory owned or controlled by a ruler or government.
- **Abandon**: to give up or desert.
- **Capitulate**: the condition of being impressed or confined.
- **Escape**: to search widely for food or provisions.
- **Ably**: when an animal moves from one region or...

MOVIE TRAILER - DISNEY



SONLILA - LIVESTREAM



ONLINE RESOURCES

- **LitCharts** - The One & Only Ivan Introduction Plot Summary Detailed Summary's Analysis Themes Quotes Characters Symbols These Wheel

Vincent Lingiari

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Vincent Lingiari

LIBRARY RESOURCES



VINCENT LINGIARI & THE POWER OF GENRE

SUMMARY

Stories help us understand history, culture, and the people who shape our world. In this unit, you will explore how significant historical events like the Wave Hill Walk-Off can be told in different ways using genre, perspective, and context.

You will learn about Vincent Lingiari, a Gurrindji leader who fought for Aboriginal land rights. Through a variety of texts—including historical reports, political speeches, songs, and films—you will examine how different genres present his story and influence the way audiences understand history.

VINCENT LINGIARI



LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION

Australia's history has been shaped by the voices of those who have stood up for justice and equality. You will explore the life and leadership of Vincent Lingiari and his role in the Wave Hill Walk-Off, a significant event in the struggle for Aboriginal land rights. By analysing historical texts, multimedia resources, and different perspectives, you will learn how genre, context, and perspective influence the way history is told. You will apply this understanding to create your own historical report or persuasive text that reflects on the importance of leadership, activism, and justice in shaping Australia's history.

PLEASE LOGIN TO SUBMIT

Year 6 – Geography

Geography: Landing Page

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Geography

LIBRARY RESOURCES

The world factbook, Arctic, Birds, Earth, Australia, Biodiversity, Farm, etc.

AUSTRALIAN CURRICULUM

GEOGRAPHY

The geographical diversity and location of places in the Asia region, and its location in relation to Australia.

- Exploring the diversity of environments and types of settlement in the Asia region, in part of the region, or in a country in North-East, South-East or South Asia and discussing its patterns
- Disentangling the differences in the population size and the expectancy of people in different Asian countries
- Locating the location of places in countries of the Asia region in absolute terms, using latitude and longitude
- Comparing the daily lives of people in other countries, in terms of food, clothing, personal and household goods, housing and educational differences between

LATITUDE & LONGITUDE EXPLAINED

Latitude and Longitude

COOL FACTS ABOUT AUSTRALIA

Australia Facts

INTERACTIVE WORLD ATLAS

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World Atlas

HOME | WORLD ATLAS

Factors that Shape Places

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Factors that shape places

AUSTRALIAN CURRICULUM

CONTENT DESCRIPTORS

The influence of people, including First Nations Australian communities altered the environment and sustained ways of living through their methods of land and resource management, for example, firestick farming.

- Exploring the subset of change in the local environment over time (for example, through vegetation clearance, fencing, urban development, drainage, irrigation, erosion, farming, the introduction of grazing livestock such as sheep and cattle, fence plantations or mining), and evaluating the effects of change on economic development and environmental sustainability
- Exploring examples of positive influence people have on the characteristics of places, for example, reforestation, land-care groups, rehabilitation for former mining, industrial or waste disposal sites
- Identifying positive and negative influences of people on

INDIGENOUS CULTURES & THEIR LINK TO THE ENVIRONMENT

CONTENT FOCUS

Students investigate how people interact with and change the natural environment in Australia. They also explore how the

VIDEO: FIRESTICK FARMING

Ms Firestick Farming

VIDEO: DREAMTIME

Dreamtime

VIDEO: THE ABORIGINAL CREATION MYTH

THE ABOR

VIDEO: ACKNOWLEDGING THE STOLEN GENERATION - BTN

What is stolen generation

The Dream

According to Aboriginal belief, the land can be explained by the Dreaming; over the time when Tjukurpa, the great Ancestress, roamed the earth. Before this earth was flat and bleak, and empty of life. When the Ancestor Spirits came up from dwelling places below the ground, they created the form of humans and animals. They created features of the landscape, such as waterholes and mountains. By tracing themselves into these landscapes, they provided evidence of their presence in the land. These spirits then created all life on earth: plants, animals and people.

The tracks of the Dreaming cover Australia. The tracks of the Dreaming are evidence of the Dreaming, which is a powerful spiritual force for Aboriginal people. The tracks of the Dreaming exist today, and the network of tracks link the physical world

A Diverse & Connected World

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > A diverse & connected world

A DIVERSE & CONNECTED WORLD

CONTENT FOCUS

Students explore countries of the Asia region & the connections Australia has with other countries across the world. Students learn about the diversity of the world's people, including the Indigenous peoples of other countries. Students will explore and reflect upon similarities, differences and the importance of intercultural understanding.

CONTENT

DIVERSITY ACROSS ASIA

- The world's cultural diversity: Students investigate the world's diversity, including the cultures of Indigenous Peoples
- Global Connections: Students investigate connections between Australia & other countries of the world
- Connections shape perceptions: Students investigate how connections influence people's perceptions and understanding of places

KEY INQUIRY QUESTIONS

ASIA: AN INTRODUCTION

CONTENT FOCUS

GOOGLE MAPS - ASIAN REGION

View large map

VIDEO: PLASTIC OFF THE COAST OF BALI

BALI: A DIVERSE WORLD

VIDEO: PLASTIC POLLUTION THREATENS BALI'S WATERS

Assignment

VIDEO: PLASTIC POLLUTION OFF THE COAST OF BALI

Plastic Ocean

INVESTIGATING AN ASIAN COUNTRY

CONTENT FOCUS

Students present their research into a selected Asian country. In doing so, they reflect on the similarities & differences with the profiles of countries presented by their peers.

KEY INQUIRY QUESTIONS

- What are the key features of Asia's geography?

FILE WORKSHEET - INVESTIGATE AN ASIAN COUNTRY

Year 6 – History

History: Landing Page

LEVEL DESCRIPTION: YEAR 6
In Year 6, the focus is "Australia in the past and present, and its connections with a diverse world". The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the factors that led to Federation, the Constitution and our democratic system of government. Through studies of people's contributions in influencing the development of Australia's system of government, they learn about the way of life of people who have migrated to Australia since Federation and their contributions to Australia's development. They study the key institutions of Australia's democratic government, and the key values and beliefs of Western democracies. Students learn about the role and responsibilities of local, state and federal governments. Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS subject-areas or with other learning areas. The following inquiry questions are typically only used to be used or adapted to suit local contexts.

- How have key figures, events and values shaped Australian society, its system of government and citizenship?

Political System

CONTENT DESCRIPTION
Changes in Australia's political system and its Australian citizenship after Federation and throughout the 20th century that impacted First Nations Australians, migrants, women and children.

- Describing the significance of the 1962 right to vote, Federally and the significance of the 1967 referendum for First Nations Australians.
- Investigating the developments in advancing democracy and citizenship for women, such as the suffrage movement, the right to vote, the last unearned women's wage equal pay and the Sex Discrimination Act 1984.
- Investigating the developments in advancing democracy and citizenship for all citizens, including migrant groups. For example, the establishment of the minimum wage, anti-discrimination legislation and official national multicultural policy.

Australians Old & New

KEY INQUIRY QUESTIONS
How did Australia become a nation through the historical process of colonisation?
How have people who came to Australia shaped its culture?
How have people who migrated to Australia shaped its culture?
How do the contributions of individuals and groups make a difference to Australian society?

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

- Describe reasons why people migrated to Australia and the challenges they faced.
- Identify the contributions of Aboriginal and Torres Strait Islander peoples and migrants to Australia's society, economy, and culture.
- Analyse different perspectives on key historical events, such as Federation and the struggle for rights and freedoms.
- Use historical sources to research and communicate.

Federation

LIBRARY RESOURCES

- Big history book
- Australia dancing
- History of Australia (1851-1900)
- Hofermann collection
- 1976: today Australia, a global nation
- The story of Australia

CONTENT DESCRIPTION
Significant individuals, events and ideas that led to Australia's Federation, the Constitution and democratic system of government.

- Studying Australia's path to Federation through an investigation of key people and events, such as Henry Parkes, Edward Barton,

Migration

CONTENT DESCRIPTION
The migration of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian Society, including migrants from the Asia region.

- Exploring push and pull factors that have contributed to people migrating to Australia, including economic factors, conflict and seeking political refuge, and exploring why particular 20th century migrant groups came to Australia. For example, migrants from Europe following the Second World War, migrants from South East Asia due to conflict, the Assisted Passage Migration scheme.
- Exploring individual narratives, using primary sources such as letters, documents and historical objects to interview and record oral history of, for example, migration related to students' own family histories, and then outlining the journey and circumstances of arrival based on the sources, using approaches such as drama or digital presentation.
- Describing cultural practices related to family life, beliefs and customs of newly arrived migrant groups and exploring how these practices changed the communities in which they settled within Australia.

Australia as a Nation

SUMMARY
In this unit, students explore the formation of the Australian Federation, examining the historical, political, and social factors that led to unification. They investigate the state of the colonies before Federation, identifying the economic, social, and political conditions that influenced the decision to unite. Through primary and secondary sources, students analyse the key figures who shaped the nation, including their motivations and contributions to the Australian Constitution.

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

- Identify key figures who contributed to Federation and describe their impact.
- Compare the Westminster and Washington Systems and their influence on Australia.
- Describe the structure of the Australian parliamentary system and key elements of the Constitution.
- Explain how laws are made and describe this.

Mathematics: Landing Page

LearnPath Hub - Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Mathematics

AUSTRALIAN CURRICULUM


ACHIEVEMENT STANDARD: YEAR 6

By the end of Year 6, students use integers to represent points on a number line and in the Cartesian plane. They solve problems using the properties of area, circumference and square numbers. Students order common fractions, giving reasons, and add and subtract fractions with related denominators. They use all 4 quadrants with decimals, and connect decimal and connect decimal representations of measurements to the metric system. Students solve problems involving finding a fraction, decimal or percentage of a quantity and use addition to find approximate solutions to problems involving rational numbers and percentages. They use mathematical modelling to solve financial and other practical problems involving combinations of arithmetic operations. They identify and explain rules used to create growing patterns. Students create and use algorithms to generate sets of numbers, using a rule.

They interpret and use likelihoods. Students convert between common units of length, mass and capacity. They use formulas for the area of a rectangle and angle properties to solve problems. Students identify the parallel cross-section for angle pairs. They create tessellating patterns using combinations of transformations. Students locate an ordered pair in any one of the 4 quadrants on the Cartesian plane.

They compare distributions of discrete and continuous numerical and ordinal categorical data sets or part of their statistical investigations, using digital tools. Students critique arguments presented in the media based on

Mathematics Why do I need it?



1. Builds critical thinking skills
2. Keeps your brain healthy
3. Helps you handle failure, build resilience
4. Encourages you to take risks
5. Helps you understand the world around you
6. Encourages you to be creative
7. Helps you make decisions
8. Boosts your self-confidence
9. Encourages you to be persistent
10. Develops an understanding of budgeting & saving

TRY IT... YOU MIGHT LIKE IT!

How good are you at your multiplication tables?

Do you know the answer with 3 seconds?

Did you know that multiplication facts make a very LARGE contribution to accuracy and underpin our maths system like counting, number bonds and place value.

Advantage:



LEARN YOUR MULTIPLICATION TABLES



Year 6 – Science

Science: Landing Page

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Science

LIBRARY RESOURCES

AUSTRALIAN CURRICULUM

ACHIEVEMENT STANDARD: YEAR 6

By the end of Year 6 students explain how changes in physical conditions affect living things. They model relationships between the sun and planets of the solar system and explain how the relative positions of Earth. They identify the role of circuit components in the transfer and transformation of electrical energy. They classify and compare measurable and immeasurable changes to substances. They explain why science is often collaborative and describe different individuals' contributions to scientific knowledge. They describe how individuals and communities use scientific knowledge.

Students plan safe, repeatable investigations to identify patterns and their relationships and make reasoned predictions. They describe risks associated with investigations and key operational considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings.

READING LINKS

Biological Sciences

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Biological sciences

LIBRARY RESOURCES

AUSTRALIAN CURRICULUM

BIOLOGICAL SCIENCE

Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions.

- Identifying the physical conditions in an aquatic or terrestrial habitat and how they change over time.
- Investigating how change to physical conditions such as salinity, soil type, daylight or temperature affect plant growth.
- Examining how changes in physical conditions such as temperature, light availability and rainfall affect animals, such as corals, honey bees or flying foxes, and predict impacts of these changes.
- Investigating changes in physical conditions that are the result of human activity and explaining the impact of these on living things, such

MOULDY BREAD SCIENCE EXPERIMENT

ONLINE ADAPTATION INTERACTIVES

BUILD A BIOME - Build one of world's biomes by choosing the right plants, animal, temperature, range, and precipitation for each. Set a pattern for each biome you build, and build them all to become a Biome Master.

Earth and Space Sciences

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Earth and space sciences

LIBRARY RESOURCES

AUSTRALIAN CURRICULUM

EARTH & SPACE SCIENCES

Describe the movement of Earth and other planets relative to the sun and model how Earth's tilt, rotation on its axis and revolution around the sun relate to cyclic observable phenomena, including variable day and night length.

- Exploring simulations of the solar system, such as a pocket solar system to appreciate the distances and relationships between the sun and planets.
- Recognising the role of gravity in keeping the planets in orbit around the sun.
- Using 3-dimensional models or role-play to model how Earth's rotation on its axis causes day and night.
- Using virtual simulations or real-time views of Earth from space to explore why different regions

SOLAR SYSTEM

EARTH'S ORBIT AROUND THE SUN & EARTH'S ROTATION

Earth Space Lab.com

Chemical Sciences

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Chemical sciences

LIBRARY RESOURCES

AUSTRALIAN CURRICULUM

CHEMICAL SCIENCES

Explain observable properties of acids, liquids and gases by modelling the motion and arrangement of particles.

- Identifying substances as solids, liquids and gases and investigating their properties.
- exploring concepts that demonstrate that gases have mass, such as blowing air through straws to move objects or using a balance to compare an empty balloon to one filled with air.
- using role-play to model the arrangement and motion of particles in solids, liquids and gases.
- observing a virtual demonstration of coloured gases

PHYSICAL CHANGE

VIDEO: CLASSIFYING SOLID, LIQUID & GAS

VIDEO: CHANGES OF STATE

Physical Sciences

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Physical sciences

LIBRARY RESOURCES

AUSTRALIAN CURRICULUM

PHYSICAL SCIENCES

Identify sources of light, recognise that light travels in a straight path and describe how shadows are formed and light can be reflected and refracted.

- distinguishing between natural (such as glow worms, the sun and stars) and artificial (such as light bulbs or condenser lenses) of light.
- investigating the shadows that are formed when light is completely or partially blocked by an object, such as when using a candle or shadow puppet.
- drawing ray diagrams to show how the path of light from a source reflects off surfaces into the eye.

VIDEO: LAW OF REFLECTION

VIDEO: REFRACTION EXAMPLE - SPEARFISHING

Law of Reflection

Year 5 – English

Two Wolves

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Two Wolves

TEXT: TWO WOLVES

One afternoon, police officers show up at Ben Silver's front door. Minutes after they leave, his parents arrive home. Ben and his little sister Olivia are bundled into the car and told they're going on a holiday. But are they?

It doesn't take long for Ben to realise that his parents are in trouble. But it always seems to be becoming a detective. He did even call his 'Cop'. Now Ben gathers evidence and tries to uncover what his parents have done.

The problem is, if he figures it out, what does he do? Tell someone? Or keep the secret and live like in the past?

LIBRARY RESOURCES

SEARCH THE LIBRARY

SEARCH DATABASES

CAUSE & EFFECT VOCABULARY

LEARNING INTENTION

- To critically analyse the key elements and significance of the information provided.
- To synthesise and articulate the main points in a sophisticated and nuanced manner.
- To apply and evaluate the information within complex and varied contexts.

SUCCESS CRITERIA

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

- Provide a sophisticated explanation of the significance of each main point, supported by detailed evidence and evidence.
- Synthesise the underlying principles or concepts and relate

Commonwealth

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Commonwealth

TEXT: COMMON WEALTH BY GREG DREISE

SYNOPSIS

Commonwealth is a deeply moving and important text that explores what it means to be an Australian citizen. It challenges all Australians to consider the evolutionary lyrics of the national anthem and design of the Australian flag and argues for change. The impact of colonisation on First Nations people is highlighted through words and pictures that, while confronting, are necessary for prompting thinking about ways to achieve inclusion for all. How can we ensure that the 'wealth' of our nation is shared for the 'common good' – a true commonwealth?

*****Note: The publisher suggests that this is a picture book for older readers as it contains some confronting

VIDEO: A GAMBLER'S LANGUAGE STORY

VIDEO: KUTJI AUSTRALIA

ONLINE RESOURCES

History class: Bill Raphael (12) becomes 'Youngest National Poetry Slam Winner with Head-slapping Performance' - **btn**

BTN: National Anthem - Reminds Australia's national anthem turned 35. Advance Australia Day was actually written more than 100 years ago but it wasn't until April 19, 1984 that it was officially adopted as our anthem. We look at the history of our national song and why some people think it's time to change it. - **btn**

BTN: Advance Australia Day - Recently many people celebrated Australia Day, and for some it was a chance to try out our newly in-use-over national anthem. Over the holidays the Government agreed to officially change one word in the song. We look at what it was and why it was.

Year 5 – Geography

Geography: Landing Page

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Geography

LIBRARY RESOURCES ON GEOGRAPHY

AUSTRALIAN CURRICULUM

LEVEL DESCRIPTION: YEAR 5

In Year 5, the focus is on "Australian communities – their past, present and possible future". Students explore the human influence on the characteristics of a place and the way people in the Australian landscape are managed, including the management of rivers, wetlands, human and digital resources, and how they justify human needs and events.

ACHIEVEMENT STANDARD: YEAR 5

Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origins and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based

GEOGRAPHY

Use geographical tools to acquire, process and communication information

ACQUIRE

QUESTION Use geographical language to ask questions about the world around you

DATA & INFORMATION

Locate, collect, gather & record primary & secondary geographical data & information

PROCESS

VIDEO: FUN FACTS ABOUT AUSTRALIA

VIDEO: GREAT SOUTHERN LAKES

Factors that Shape Places

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Factors that shape places

AUSTRALIAN CURRICULUM

CONTENT DESCRIPTORS

The influence of people, including First Nations Australians and people in other countries, on the characteristics of a place

- Identifying how First Nations Australian communities altered the environment and sustained ways of living through their methods of land and resource management; for example, firestick farming.
- Explaining the extent of change in the local environment over time (for example, through migration, clearance, fencing, urban development, drainage, irrigation, erosion, forming, the introduction of grazing livestock such as sheep and cattle, fence plantations or windings), and evaluating the effects of change on economic development and environmental sustainability.
- Explaining examples of positive influences people have on the characteristics of places, for example, reforestation, land-care groups, re-establishing former industry, industrial or waste deposit sites.
- Identifying positive and negative influences of people on

INDIGENOUS CULTURES & THEIR LINK TO THE ENVIRONMENT

CONTENT FOCUS

Students investigate how people interact with and change the natural environment in Australia. They also explore how the

VIDEO: PRESTYCK FARMING

VIDEO: DREAMTIME

VIDEO: THE ABORIGINAL CREATION MYTH

VIDEO: ACKNOWLEDGING THE STOLEN GENERATION - BTN

VIDEO: THE ABORIGINAL CREATION

VIDEO: WHAT IS NATIONAL SORRY DAY

The Dream

According to Aboriginal belief, the land can be explained by the Dreaming – the time when Djurup, the great Ancestral Spirits, roamed the earth. Before this earth was flat and bleak and empty of life, the Ancestral Spirits came up from dwelling places below the ground, the form of humans and animals. They created features of the landscape, such as waterholes and mountains. By tracing themselves into these landforms of evidence of their presence in the land, these spirits then created all life on earth: plants, animals and people.

The tracks of the Dreaming cover Australia. The whole of the landscape is imbued with evidence of the Dreaming, which is a powerful spiritual force for Aboriginal Torres Strait Islander People. For the rest of us today, and the network of the sacred sites link the physical world

A diverse & Connected World

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > A diverse & connected world

A DIVERSE & CONNECTED WORLD

CONTENT FOCUS

Students explore countries of the Asia region & the connections Australia has with other countries across the world. Students learn about the diversity of the world's people, including the Indigenous peoples of other countries. Students will explore and reflect upon similarities, differences and the importance of intercultural understanding.

CONTENT DIVERSITY ACROSS ASIA

- The world's cultural diversity: Students investigate the world's diversity, including the cultures of Indigenous Peoples.
- Global Connections: Students investigate connections between Australia & other countries of the world.
- Connections shape perceptions: Students investigate how connections influence people's perceptions & understanding of places.

KEY INQUIRY QUESTIONS

- What are the key features of Asia's geography?

ASIA: AN INTRODUCTION

CONTENT FOCUS

GOOGLE MAPS: ASIAN REGION

VIDEO: PLASTIC OFF THE COAST OF BALI

VIDEO: PLASTIC POLLUTION THREATENS BALI'S WATERS

VIDEO: PLASTIC POLLUTION OCEAN

INVESTIGATING AN ASIAN COUNTRY

CONTENT FOCUS

Students present their research into a selected Asian country. In doing so, they reflect on the similarities & differences with the profiles of countries presented by their peers.

FILE WORKSHEET - INVESTIGATE AN ASIAN COUNTRY

Year 5 – History

Federation

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Federation

LIBRARY RESOURCES

Big history book | Australia dancing | History of Australia (1851-1900) | Holtermann collection | 1975 - today: Australia, a global nation | The story of Australia

AUSTRALIAN CURRICULUM

CONTENT DESCRIPTION

Significant individuals, events and ideas that led to Australia's Federation, the Constitution and democratic system of government.

- Studying Australia's path to Federation through an examination of key people and events, such as Henry Parkes, Edmund Barton,

SIGNIFICANT PEOPLE

MAGNA CARTA



Political System

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Political System

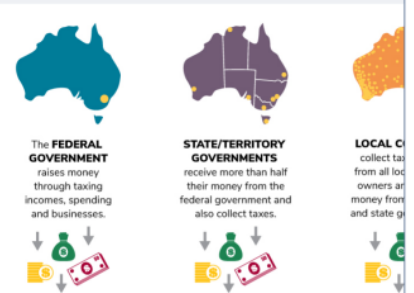
AUSTRALIAN CURRICULUM

CONTENT DESCRIPTION

Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted First Nations Australians, migrants, women and children.

- Describing the significance of the 1962 right to vote federally and the importance of the 1967 referendum for First Nations Australians
- Investigating the developments in advancing democracy and citizenship for women, such as the suffragette movement, the right to vote, the ban on married women working equal pay and the Sex Discrimination Act 1984
- Investigating the developments in advancing democracy and citizenship for all citizens, including migrant groups; for example, the establishment of the minimum wage, anti-discrimination legislation and official national multicultural policy
- Investigating the experiences of children who were placed in orphanages, homes and other institutions; for example, their food and shelter, protection, education and contacts with family

THREE LEVELS OF GOVERNMENT IN AUSTRALIA



The **FEDERAL GOVERNMENT** raises money through taxing incomes, spending and businesses.

STATE/TERRITORY GOVERNMENTS receive more than half their money from the federal government and also collect taxes.

LOCAL GOVERNMENTS collect tax from all local property owners and money from state and federal governments.

Year 5 – Science

Science: Landing Page

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Science

LIBRARY RESOURCES [Show all items](#)

COMPETITION TIME

AUSTRALIAN CURRICULUM

LEVEL DESCRIPTION: YEAR 5

In Year 5 students continue to explore the relationship between form and function by investigating how features of living things enable them to survive in their habitat. They identify stable and dynamic aspects of systems and appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes. They recognise that models are useful for investigating relationships between system components and can be used to predict the effects of change. They explore observable phenomena associated with light and analyse patterns to identify that these phenomena have sets of characteristic behaviours. They begin to explain how weather structures the world around them. They develop explanations for the patterns they observe and recognise the importance of reflecting on their methods to identify potential sources of error before drawing conclusions. Inquiry questions can help excite student curiosity and challenge their thinking. Following are examples of inquiry questions that could be used to prompt discussion and exploration.

- Why has the Australian coastline changed over time?
- Is an empty glass really empty?
- Why does my shadow change?

AN EXCITING OPPORTUNITY FOR TERM 3, THE SHOREBIRDS COMPETITION ADDRESSES THE 2024 THEME FOR NATIONAL SCIENCE WEEK, 'SPECIES SURVIVAL' AND PROVIDES UNIQUE CROSS-CURRICULA LEARNING FOR AUSTRALIAN PRIMARY STUDENTS IN YEARS 3 TO 6.

The Shorebirds Competition introduces students to shorebirds that rely almost entirely on our wetlands and coastal areas for their survival. These very important birds connect places on a local and global scale. With shorebird readers to fast decline, and many species now threatened with extinction, greater awareness of these special birds, and their amazing features, is essential for their future survival.

Offering over \$3500 in prizes, both individuals and schools are invited to enter. Winning entries will go on display at ANSTO and in touring exhibitions.

It's also a great activity for the Winter or Spring school holidays!

Chemical Science

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Chemical sciences

LIBRARY RESOURCES [Show all items](#)

AUSTRALIAN CURRICULUM

CHEMICAL SCIENCES

Explain observable properties of solids, liquids and gases by modelling the motion and arrangement of particles

- identifying substances as solids, liquids and gases and investigating their properties
- exploring examples that demonstrate that gases have mass, such as blowing air through straw to move objects or using a balance to compare an empty balloon to one filled with air
- using role-play to model the arrangement and motion of particles in solids, liquids and gases
- observing a virtual demonstration of coloured gases

PHYSICAL CHANGES

In a physical change, matter changes one chemical identity. Give the different state of matter

VIDEO: CLASSIFYING SOLIDS, LIQUIDS & GAS

VIDEO: CHANGES OF STATE

Physical Sciences

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Physical sciences

LIBRARY RESOURCES [Show all items](#)

Let's make a rainbow! seeing the science of light
Light
Glow: the wild wonders of bioluminescence
Light waves
The science of light: things that shine, flash, and ...
A ray of light: a book of science and wonder

AUSTRALIAN CURRICULUM

PHYSICAL SCIENCES

Identify sources of light, recognise that light travels in a straight path and describe how shadows are formed and light can be reflected and refracted.

- distinguishing between natural (such as glow worms, the sun and stars) and artificial (such as light bulbs or candles) sources of light
- investigating the shadows that are formed when light is completely or partially blocked by an object, such as when using a candle or shadow puppet
- drawing ray diagrams to show how the path of light from a source reflects off surfaces into the eye

VIDEO: LAW OF REFLECTION

VIDEO: REFRACTION EXAMPLES - SPREADSHEETING

Biological Science

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Biological sciences

LIBRARY RESOURCES [Show all items](#)

AUSTRALIAN CURRICULUM

BIOLOGICAL SCIENCE

Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions

- identifying the physical conditions in an aquatic or terrestrial habitat and how they change over time
- investigating how changes to physical conditions such as salinity, soil type, sunlight or temperature affect plant growth
- examining how changes in physical conditions such as temperature, light availability and rainfall affect animals, such as crabs, honey bees or flying foxes, and predict impacts of these changes
- investigating changes in physical conditions that are the result of human activity and exploring the impact of these on living things, such as the impact of urban lighting on

VIDEO: HOW ANIMALS ARE RAPIDLY EVOLVING BECAUSE OF CLIMATE CHANGE

VIDEO: NEVER EAT THE 'CLEAN' PART OF MOLLY BREAD

VIDEO: INDIGENOUS FIRE METHODS

VIDEO: HOW TO GROW MOLDS

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION

Students will investigate how physical conditions of habitats affect the growth and survival of living organisms.

AUSTRALIAN CURRICULA

Identify key physical conditions (e.g., salinity)

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

Complete the checklist to track progress of changing physical conditions on plant growth.

- Research and predict the impact of changes in temperature, light and rainfall on a specific aquatic

Earth and Space Science

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Earth and space sciences

LIBRARY RESOURCES [Show all items](#)

AUSTRALIAN CURRICULUM

EARTH & SPACE SCIENCES

Describe how weathering, erosion, transportation and deposition cause slow or rapid change to Earth's surface

- identifying types of weathering caused by mechanical means such as by wind abrasion, cycles of extreme heat or cold, and frost wedging and biological means such as by plants and tree roots
- exploring how erosion can be caused by moving air or moving water and how substances such as surface soil are redeposited, and identifying examples of erosion on a local or regional scale
- understanding the difference between weathering and erosion and comparing the

VIDEO: WEATHERING & EROSION

VIDEO: WIND & WATER EROSION

FILE: LIMESTONE COAST BEACHES UNDER THREAT

VIDEO: HOW RIVERS SHAPE THE LANDSCAPE

Year 4 – English

Tom Appleby

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Tom Appleby

SYNOPSIS: TOM APPLEBY [Show all items](#)



SYNOPSIS

At the tender age of eight, chimney sweep Tom Appleby is convicted of stealing and sentenced to deportation to Botany Bay. As one of the members of the First Fleet, he arrives in a country that seemingly has little to offer – or little that the English are used to, anyway.

Luckily, not long after Tom's arrival in the colony, the fair and kind Sergeant Shanley decides to take on Tom as a servant. Together, Tom, Sergeant Shanley and his son, Bob, build a house, set up an orchard and a vegetable garden for themselves – and there, unlike many others in the new colony,

LIBRARY RESOURCES

VIDEO: FLOATING HELL

FILE: HOW EXACTLY DID AUSTRALIA BECOME A PENAL COLONY?

CAN YOU FIND OUT?

INVESTIGATION

1. How long was Australia used by Britain as a prison?
2. What were the main reasons people in Australia wanted transportation to end?
3. Transportation to New South Wales ended in 1840. Why did it take another 20 years for it to finally end in Australia?

NATIONAL MUSEUM OF AUSTRALIA - DEFINING WORDS OF THE 1800S

Charlie & The Chocolate Factory

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Charlie & The Chocolate Factory

ROALD DAHL [Show all items](#)



TEXT: CHARLIE & THE CHOCOLATE FACTORY



FILE: DESCRIPTIONS



Eww Gross

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Eww Gross

TEXT: EWW GROSS BY DAN MARSHALL



SYNOPSIS

"Have you ever eaten a **wagg**? Well if you've ever eaten a **gg** then you probably have. What??" The contents page for *Eww Gross* includes the chapters titled hello, space, earth, humans, animals, science and goodbye. From start to finish the author, Dan Marshall, invites the reader into the world of gross things with his conversational and entertaining description of... well, the whole world really!

In the Space chapter we learn that there is poo and other forms of waste left on the moon. In Earth we discover that poo can be used to build homes. In Humans we are reliably informed that it is possible to be without pooing, but you can't poo without pooing.

LIBRARY RESOURCES

VIDEO: Food Chain

VIDEO: All About Habits

VIDEO: 10 Grossout Things About our Bodies

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION

Students will explore how authors organise information in informative texts to engage and inform readers. They will examine how headings, language choices, and visual elements contribute to meaning and readability. Through scientific investigations and hands-on activities, students will deepen their understanding of the relationships between living things, including food chains and life cycles. They will use precise scientific vocabulary and present formal verbs to describe interactions. By creating models and multimodal texts, students will learn to effectively communicate their understanding.

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

- Identify the language choices that engage the reader in an informative text.
- Explain how living things interact within a habitat and represent their relationships in a food chain or life cycle.
- Use precise scientific vocabulary and present formal verbs to describe animals and their relationships.
- Create a model of an animal, highlighting key features and its role in the ecosystem.
- Use language, text structure, and layout features to

Year 4 – Geography

Geography: Landing page

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Geography

AUSTRALIAN CURRICULUM

LEVEL DESCRIPTION

In Year 4, the focus is on "how people, places and environments interact, past and present". The Year 4 curriculum focuses on interactions between people, places and environments over time and space, and the effects of these interactions. Students examine the ways in which environments are important to people and animals, as well as the ways people sustainably allocate and manage renewable and non-renewable resources.

What is the significance of the environment, and what are different uses on how it can be used and sustained, past and present?

ACHIEVEMENT STANDARD: YEAR 4

They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources.

Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.

LIBRARY RESOURCES

FOCUS TEXT: ARE WE THERE YET?

FOCUS TEXT: MY PLACE

Picture Book – ‘Are we there yet?’ and ‘My Place’

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Geography

AUSTRALIAN CURRICULUM

LEVEL DESCRIPTION

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LIBRARY RESOURCES

FOCUS TEXT: ARE WE THERE YET?

FOCUS TEXT: MY PLACE

Environments

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Environments

GEOGRAPHY

CONTENT DESCRIPTION

The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent.

- Identifying the main types of vegetation, including forest, savannah, grassland, woodland and desert, and explaining natural vegetation in Australia and another continent such as Africa or South America
- Exploring how vegetation has an important role in sustaining the environment by producing oxygen, protecting food-producing land from erosion, retaining rainfall, providing habitat for animals, sheltering crops and livestock, providing shade for people, cooling urban places, producing medicines, wood and fibre, and making places appear more attractive
- Exploring how people's connections with their environment can be for aesthetic, spiritual and spiritual
- Exploring strategies to protect particular environments that provide habitats for animals, for example, planting and attracting vegetation
- Identifying the importance of water to the environment and to sustaining the lives of people and animals

WEATHER & CLIMATE

KEY INQUIRY QUESTIONS - WEATHER AND CLIMATE

- What is the difference between weather and climate?
- What factors determine the climate of a place?

FACTORS AFFECTING CLIMATE

- What is the relationship between latitude and temperature?
- What causes the seasonal variations throughout the year?
- What is aspect and how does it influence weather and climate?
- How does distance from the sea affect the weather and climate experienced by a place?
- What is the link between ocean currents and weather and climate?
- What role do mountain barriers play in the distribution of rainfall?

CONSTRUCTING AND INTERPRETING GRAPHS

- What are climate graphs and what do they tell us about the ways places are similar and different?

AUSTRALIA'S CLIMATE REGIONS AND RELATED VEGETATION

VIDEO: WEATHER VS CLIMATE

VIDEO: CLIMATE ZONES OF THE EARTH

Beneath our Feet

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Beneath our feet

SOIL FAUNA

Who lives in the soil? Students could observe ant nests on the school grounds. Watch one ant for one minute to investigate the speed and direction it is going. Discussion of ant chambers and systems used underground.

Link: <https://ihs.britannica.com/student/assembly/view/144607>

Investigating worm farms: Extraction of several worms from the school worm farms to investigate under microscopes (which can be loaned from REEC by request). Identification of body parts. Scientific drawing and labeling of a worm.

LIBRARY RESOURCES

VIDEO: Learn All About Geography & Travels

VIDEO: Rock Cycle

VIDEO: Meet the Rot Squad

VIDEO: Layers of Soil

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION

Have you ever stopped to think about what's beneath your feet? It's not just dirt—it's a world full of rocks, minerals, & living things that help shape our planet! In this unit, we will investigate how different types of rocks form, how soil is created, and how natural forces like weathering and erosion change landscapes over time. By thinking like geologists, we'll discover how the Earth beneath us is always changing.

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

- Identify igneous, sedimentary, and metamorphic and explain how they are formed.
- Explain how soil is created and describe what it is made of, including minerals, organic matter, and tiny organisms.
- Investigate and record how weathering and erosion change landscapes over time.
- Observe and classify rocks and soil samples using their colour, texture, and patterns.
- Use scientific vocabulary to discuss your findings.

Year 4 – Technologies

Digital Technologies

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Digital Technologies

DIGITAL SYSTEMS, SAFETY & SECURITY

OVERVIEW

This unit explores peripherals of common digital systems and their function. Students investigate behaviours and protocols to stay safe online. Using a supported and guided approach introduce ways to collaborate and share content.

ACHIEVEMENT STANDARDS

By the end of Year 4, students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and recognise the risks.

This topic enables students to:

- explain that a digital system is made up of several parts that have a particular purpose
- identify peripherals
- identify and classify inputs and outputs
- describe the purpose of peripherals
- describe personal information that should be kept private online
- describe and follow behaviours and protocols to ensure they are safe online
- collaborate and share content following agreed behaviours.

PROGRAMMING A SIMPLE DIGITAL SOLUTION

The unit outlines a teaching sequence, starting with identifying user needs and developing a user story, followed by the design and implementation of

VIDEO: FINDING A TARGET AUDIENCE

STORYTELLING - USING CS FIRST

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTIONS

- Be able to develop understanding of how to work on a team
- Be able to understand what good teamwork looks like, words like, Team file
- Be able to propose online example team scenarios
- Be able to identify groupwork expectations
- Be able to identify user personality traits

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

- Demonstrate ability to reflect on an example team scenario problems.
- Develop teamwork expectations.
- Develop a set of norms for groupwork.
- Demonstrate ability to reflect upon own personality traits.
- Demonstrate ability to work with team members.

Year 3 – Technologies

Digital Technologies

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Software > Digital Technologies

INTRODUCTION TO PROGRAMMING

OVERVIEW
Students follow and describe simple algorithms involving branching and iteration and implement these as visual programs.

ACHIEVEMENT STANDARDS
Students follow and describe simple algorithms involving branching and iteration and implement these as visual programs.

- Following the steps and decisions of algorithms and knowing what step they are up to. For example: Following rules to form the post holes of regular verte such as Unsettled, try to find and cook to cooked and checking off these on a list as they are completed.
- describing algorithms using representations such as a list of steps in a diagram. For example drawing a diagram of a recipe involving decisions
- understanding there can be more than one sequence of steps to solve a problem, some are better than others, and the steps should be unambiguous. For example describing 2 different ways to get to the same location
- describing the decisions needed to solve a problem, including nested and loop components. For example if the UK index is above 3, put on sunscreen and a hat
- describing algorithms that repeat steps a fixed number of times, for example calculating multi-digits using repeated addition, where the sum changes in each.

VIDEO: SEQUENCING SCRATCH GARDEN

VIDEO: DESIGNING AN ALGORITHM

FILE: REAL-LIFE ALGORITHM - PAPER AIRPLANE

VIDEO: PROGRAM YOUR TEACHERS

FILE: REAL-LIFE ALGORITHMS

Year 3 – English

Jelly-Boy

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Software > Jelly-Boy

TEXT: JELLY-BOY

SYNOPSIS
What happens when a jellyfish falls in love with a plastic bag she mistakes for a jelly-boy? Jelly-Boy is different. He is big and strong. And not so wobbly as the other Jelly-Boys. By the time Jelly-Girl discovers the dangerous truth about her new friend, it may already be too late. This is an inventive approach to tackling a conservation issue that is playing our world too much plastic in the ocean. Told in a kid-friendly

ONLINE RESOURCES

VIDEO: BOOK TRAILER

VIDEO: JELLY-BOY READ ALOUD

LIBRARY RESOURCES - LITERARY DEVICES

FILE: UNDERSTANDING THE STRUCTURE OF A NARRATIVE

Nedingar Ancestors

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Software > Nedingar

TEXT: NEDINGAR

Synopsis: A young child wants to meet their ancestors. They want to know their, learn from them, and follow their ways. The child's mother gently explains that they have met their ancestors, yesterday, today, and tomorrow, and that they are everywhere in Country, walking beside them every day. Social Events uses a simple dialogue between mother and child, paired with soft and meaningful illustrations by Louise Zim, to describe an interconnected and timeless spiritual relationship between all living and non-living things which weeps around the child in every aspect of their life.

WEBSITE: ABORIGINAL LANGUAGES

LIBRARY RESOURCES

VIDEO: MUSIC BY GINA WILLIAMS & GUY GHOUSE

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION

- Students will identify and analyse the main characters and their relationships.
- Students will explore the significance of language and its impact on cultural identity.
- Students will create their own representations of ancestors, reflecting on personal and cultural connections.

SUCCESS CRITERIA

Character Identification: Students can accurately identify the main characters and their relationships.

PLEASE LOGIN TO

SEARCH THE LIBRARY

SEARCH THE LIBRARY DATABASES

NEED HELP?

Ask your favourite Librarian

Year 2 – Cyber Safety

Cyber Safety

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Software > Cyber Safety

BE SMART

LIBRARY RESOURCES

FILE: DIGI DUCK'S FAMOUS FRIEND

Year 2 – English

Expressing an Opinion

The screenshot shows the 'Expressing an Opinion' page. At the top, there is a navigation bar with 'LearnPath Hub' and 'Expressing an Opinion'. Below this is a 'LIBRARY RESOURCE' section with a carousel of book covers. The main content area is divided into several sections: 'AUSTRALIAN CURRICULUM' with 'Achievement Standard Year 2' text; 'LEARNING INTENTIONS & SUCCESS CRITERIA' with 'Learning Intention' and 'Success Criteria' lists; and two video thumbnails: 'VIDEO: CLICK, CLACK, MOO' and 'VIDEO: I NEED A PARROT'. A search bar and 'NEED HELP?' link are visible on the right side.

Super Snake

The screenshot shows the 'Super Snake' page. It features a navigation bar with 'LearnPath Hub' and 'Super Snake'. The 'LIBRARY RESOURCES' section includes a carousel of book covers. The main content area has a 'TEXT: SUPER SNAKE' section with a book cover and a descriptive paragraph. Below it is a 'WEBSITE: ABORIGINAL LANGUAGES' section. On the right, there are search bars for 'SEARCH THE LIBRARY DATABASES' and 'SEARCH THE LIBRARY', along with a 'NEED HELP?' link.

Year 1 – Cyber Safety

Cyber Safety

The screenshot shows the 'Cyber Safety' page. It has a navigation bar with 'LearnPath Hub' and 'Cyber Safety'. The 'LIBRARY RESOURCES' section features a carousel of digital resources. On the left, there is a 'BE SMART' section with a 'Have S.A.F.E. are you?' graphic. Below this is a 'Digiduck says...' section with a cartoon duck and text: 'Be a good friend online.' and 'Say kind things to others.'. A 'FILE: DIGI DUCK'S FAMOUS FRIEND' section is also visible. Search bars and a 'NEED HELP?' link are on the right.

Year 1 – English

Ingenious Insects

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Ingenious Insects

LIBRARY RESOURCES [Show all items](#)

Inset: Means, Location
Searching for Cicadas: Great, Little, Mysterious
Ingenious (Insects) alive, dead
Here comes Stinkbug: Needs, Forms
Your Birthday was the best: Strategy, Mysterious
Backyard Bugs: Why, How
The March of the ants: Needs, Time, Distance
Mud about: minibeast of: Mysterious, Time, Size
Bug Jobs: How, First, Make, Fun
The genius: How, Mysterious, Location

Verbs (action words)
flying, buzzing, crawling, hopping, chirping, jumping, alert, scurrying, crawling, flying, hopping, jumping, alert, scurrying

Adjectives (describing words)
tiny, fuzzy, colorful, wingless, fact, social, anal, sac, bagel, donny, delicate, fluffy, curly

Video: Deadly 40 - World's Biggest Ant

Video: Inside Sam Bayly's Illustrated Encyclopedia

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION
Insects are an important part of our world in this unit, you will learn about different types of insects, where they live, and how they move. You will explore fun ways to use words to describe insects, like rhyming and alliteration. By reading *Ingenious Insects* and going on an insect hunt, you will practise find, describing, and writing about insects. By the end of this unit, you will be able to...

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

- Name and describe different insects.

Foundation – Cyber Safety

Cyber Safety

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Cyber Safety

How SMART are you?

LIBRARY RESOURCES [Show all items](#)

But it's just a game: Mike, Michelle
Staying safe online: Watch, Think, Don't
The technology isn't a digital friend...: Mysterious, Time, Distance
How the dinosaurs stay safe: How, Time, Happy, Work
What will build plans for our future...: How, Time

BE SMART

- S**ave your personal details safe. When you log on to a website, you will be asked for your name, address and other personal details. Do not give out any of these details to anyone you do not know.
- M**ake a plan. Think about what you will do if you are in trouble. Tell a friend or family member what you will do.
- A**sk a grown-up before you click on an advertisement. Some advertisements are not safe for children.
- R**emember not to give out your name, address, phone number, or other personal details to anyone you do not know.
- S**ay 'no' to anything that makes you feel uncomfortable or unsafe.
- T**ell a grown-up if something happens and you are not sure what to do.

Digiduck says...

- 'Be a good friend online.'
- 'Say kind things to others.'

FILE: DISE DUCK'S FAMOUS FRIEND


Foundation – English

Sharing

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Sharing

TEXT: SHARING BY AUNTIE FAY MUIR



SYNOPSIS

When we share, there is plenty for all.

A tender, thoughtful story with a gentle reminder of all the ways sharing makes us stronger.

Sharing is the third book in the 'Our Place' series of picture books for young children. Soomearung Elder, Auntie Fay Muir, and Sue Leason have collaborated to create a picture story book that authentically and respectfully represents the Indigenous practice of only taking what you need in order to care for the land and for each other. Each book in the series has been illustrated by artists from different parts of Australia, representing the diversity of First Nations people and their cultural practices. In Sharing Leanne Mulgo Watson has beautifully depicted her people, the Binjaronna.

LIBRARY RESOURCES (Show all links)

VIDEO: BTM BUSH TUCKER GARDEN

VIDEO: SHARING READ ALOUD

ONLINE RESOURCES


FILE: BTM BUSH FOOD

Anchored

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Anchored

TEXT: ANCHORED



SYNOPSIS

Despite being oceans apart, Tug and Ship are connected by strong bonds in Anchored, a tale of love and connection told through the relationship of a tugboat and a cargo ship.

With a home overlooking the harbor, Debra Tidball was inspired to write Anchored by the watercraft she observed, especially the tugboats that send huge ships out into the open ocean and welcome them back again after long, sometimes perilous journeys. As a parent, it made me think about the sustaining power of love — how holding someone

VIDEO: Anchored Read aloud

FILE: Tug Boat

Activity:

Start by working on vocabulary to describe the tug boat. Create a tug boat flag and write a favourite metaphor or simile. Label the diagram.

VIDEO: How small tugs float in massive ships

I'm a Dirty Dinosaur

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > I'm a Dirty Dinosaur

LIBRARY RESOURCES (Show all links)



TEXT: I'M A DIRTY DINOSAUR



SYNOPSIS:

Children are the best of their kind when it comes to

VIDEO: I'M A DIRTY DINOSAUR (READ ALOUD)

VIDEO: HOW TO DRAW A DINOSAUR

LEARNING INTENTION & SUCCESS CRITERIA

It is a good idea to allow the students to complete the task before their worksheet. This helps with writing in the later grades.

LEARNING INTENTION

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

SUCCESS CRITERIA

Wash hands before entering the library.

Foundation – Geography

Greetings from Sandy Beach

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Greetings from Sandy Beach

TEXT: GREETINGS FROM SANDY BEACH

LIBRARY RESOURCES

SYNOPSIS:
Bob Graham tells the story of one family's camping holiday at the beach - a beach they must share with a bus loaded school kids, and The Disciples of Death in motorbike gangs here in a proud blend of characters and events to delight.

Video: Greetings from Sandy Beach Read aloud

SUGGESTED ACTIVITIES

People Live in Places

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > People Live in Places

LIBRARY RESOURCES

Key Inquiry Questions

1. What are different places like?
2. What makes a place special?
3. How can we look after the places we live in?
4. How do we find places using maps and directions?

LEARNING INTENTION

FORMATIVE ASSESSMENT STRATEGIES

The Water Hole

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Geography

LIBRARY RESOURCES

AUSTRALIAN CURRICULUM

GEOGRAPHY
The features of familiar places they belong to, why some places are special and how patterns can be looked after

- Identifying the places, communities, Country/State they live in and belong to and why that place may be special to them; for example, a neighbourhood, suburb, town, or rural locality, community
- Exploring the features of their own place, and places they are familiar with or aware of; for example, places they have visited, places family members have come from, imaginary places in stories, or places featured on television and websites, in books or eBooks
- Identifying reasons why people live in or visit places, such as the provision of basic needs, (water, food, shelter), to enhance lives (holiday)

TEXT: THE WATER HOLE

TEXT: GREETINGS FROM SANDY BEACH

Where the Forest Meets the Sea

LearnPath Hub Community View

LearnPath Hub > LearnPath Community Content Hub > Softlink > Where the Forest Meets the Sea

TEXT: WHERE THE FOREST MEETS THE SEA

Video: Where the forest meets the sea read aloud

Video: 2007 Film - Where the forest meets the sea.

Video: Reef to Rainforest

LEARNING INTENTION & SUCCESS CRITERIA

LEARNING INTENTION
We are learning to express our ideas about saving the rainforest using images and words.

SUCCESS CRITERIA

PLEASE LOGIN TO SUBMIT YOUR CHECKLIST

*****PICTURES OF THE DAINTREE****