

A Stack of Stories: Library orientation tour

Links to curriculum frameworks for each State and Territory have been made below and outline educational outcomes which the *A Stack of Stories* tour can address. If you there is a particular outcome you would like to focus on during you tour, please inform our booking staff when making a booking.

ACT:

Later Childhood Band (Years 3-5)

KLA	ELA	Essential content
		Students have opportunities to understand and learn:
Social Sciences	<u>21</u> :The student understands about Australia and Australians	<u>21.LC.5</u> about aspects of Australia from colonisation to Federation, including government (e.g. development of colonies and states, exploration and settlement, daily lives of a variety of people, significant individuals and groups)
		<u>21.LC.12</u> how to access and interpret information from a range of sources (e.g. atlases, satellite images, primary and secondary historical sources, census data, media)
Design and Technology	<u>25</u> : The student designs, makes and appraises using technology	<u>25.LC.3</u> learn about historical developments in familiar technologies and how they have impacted on people's lives
English	<u>8</u> : The students listen and speaks with purpose and effect	<u>8.LC.2</u> learn how people, places, events and things can be portrayed and discussed in particular ways.
		<u>8.LC.4</u> how to listen actively and constructively, providing positive and encouraging feedback to speakers and

		seeking clarification when they have not understood what is said
	<u>9</u> : The student reads effectively	9.LC.1 about a range of imaginative, information and argument texts in printed and electronic formats that entertain, move, report, present opinions and persuade

ACT

Early Adolescence Band (Years 6-8)

KLA	ELA	Essential content
		Students have opportunities to understand and learn:
Social Sciences	<u>21</u> : The student understands about Australia and Australians	<u>21.EA.4</u> about past and contemporary people, movements, events and ideas, which shaped Australia as a nation with a sense of Australian identity (e.g. Federation, stories of the bush, ANZAC legend, Great Depression, sporting heroes, role of women, mateship, larrikinism, White Australia policy, migration and multiculturalism, 1967 referendum)
		<u>21.EA.10</u> how to sequence key historical events to create a narrative of a key period in Australian history
		<u>21.EA.11</u> how to find out about, discuss and evaluate historical events using appropriate genres, sources and evidence
Design and Technology	<u>25</u> : The student designs, makes and appraises using technology	<u>25.EA.5</u> about how and why particular products, systems or built environments have been developed and their impacts on people's lives and society

English	<u>8</u> : The students listen and speaks with purpose and effect	<u>8.EA.2</u> about appropriate audience behaviours in a range of listening contexts
	<u>9</u> : The student reads effectively	<u>9.EA.2</u> about a range of information and argument texts in printed and electronic formats that entertain, evaluate, argue and persuade, and explore information and ideas related to significant events and issues (e.g. reports, explanations, procedures, news articles, features, opinion pieces, letters to the editor, advertisements)

New South Wales Stage 2 (Years 3 & 4)

KLA	Strand	Learning outcomes	Indicators
Human Society and Its Environment	Change and Continuity	<u>CCS2.1</u> Describes events and actions related to the British colonisation of Australian and assesses the changes and consequences	Selects and uses various sources for reconstructing the past, eg documents, letters, diaries, maps, oral traditions, Aboriginal paintings and rock carvings
		<u>CCS2.2</u> Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments	Distinguishes between primary and secondary source material when acquiring information Uses historical language when referring to source material, eg primary sources, secondary sources, oral history, life story
Science and Technology	Information and Communication	<u>IC S2.2</u> Creates and evaluates information products,	Uses a range of sources to research communication methods

		demonstrating an understanding of the needs of particular audiences	and purposes
English	Talking and listening	<u>TL S2.1</u> Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum	Seeks an explanation or more information from the speaker on their topic
	Learning to read: Skills and Strategies	<u>RS2.6</u> Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts	Information skills: locates and sorts information on a topic from a variety of sources

New South Wales

Stage 3 (Years 5 & 6)

KLA	Strand	Learning outcomes	Indicators
Human Society and Its Environment	Change and Continuity	<u>CCS3.1</u> Describes events and actions related to the British colonisation of Australia and assesses the changes and consequences	Identifies places associated with nationally significant events and people
			Identifies some events, days and actions of national significance to Australian citizenship, including Anzac Day, Australia Day, Survival Day and NAIDOC Week, and examines these events from different perspectives

		<u>CCS3.2</u> Explains the development of the principles of Australian democracy	Sequences some significant developments in Australian government and electoral rights from penal colony to self-governing colony to Federation
Science and Technology	Built Environments	<u>BE S3.1</u> Creates and evaluates built environments demonstrating consideration of sustainability and aesthetic, cultural, safety and functional issues	Selects and uses primary and secondary sources to find information about changes to local environment over time, eg photos and reference material
	Products and Services	<u>PS S3.5</u> Creates and evaluates products and services, demonstrating consideration of sustainability and aesthetic, cultural, safety and functional issues	
English	Talking and listening	<u>TL S3.1</u> Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics	Listens to longer recounts including objective and historical recounts Seeks information from others on school excursions
	Learning to read: Skills and Strategies	<u>RS3.6</u> Uses a comprehensive range of skills and strategies appropriate to the type of text being read	Identifies relevant and valid resources for research

Victoria

Victorian Essential Learning Standards Level 3 (Years 3 & 4)

Strand	Domains	Dimensions	Key elements of standards
			Students:
Physical, Personal and Social Learning	Civics and Citizenship	Civic knowledge and understanding	sequence and describe some key events in Australia's democratic history
Discipline-based Learning	The Humanities	Humanities knowledge and understanding	describe and sequence some key events in Australian history
		Humanities skills	use a range of historical evidence, including oral history, artefacts, narratives and pictures, to retell events and describe historical characters
	English	Speaking and Listening	listen attentively to spoken texts, including factual texts, and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.
Interdisciplinary learning	Design, Creativity and Technology	Analysing and evaluating	consider how well a product or simple system functions and/or how well it meets the intended purpose.

Victoria

Victorian Essential Learning Standards Level 4 (Years 5 & 6)

Strand	Domains	Dimensions	Key elements of standards
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			Students:
Physical, Personal and Social Learning	Civics and Citizenship	Civic knowledge and understanding	describe the three levels of government and some of the key functions of each level
Discipline-based Learning	The Humanities - History	Historical knowledge and understanding	demonstrate their knowledge and understanding of significant events in Australian history
		Historical reasoning and interpretation	use a range of primary and secondary sources to investigate the past
	English	Speaking and Listening	when listening to spoken texts, they identify the main idea and supporting details
Interdisciplinary learning	Design, Creativity and Technology	Analysing and evaluating	describe the impact products and technological systems have on people and the environment

Western Australia

Outcomes and Standards Framework Level 3

KLA	Outcome level descriptors The student:	Aspect	Aspect Descriptors
Human Society and Its Environment	Time continuity and Change: TCC 3 Understands that the stories of people, important people and events are woven into the narrative history of particular time periods.	<u>Understanding the past</u> Students understand that over time, societies and communities have lasting and changing aspects of events, people and ideas	<u>TCC 3.1</u> Understands that there have been significant events, people and ideas in communities and societies at particular times in the past

		<u>Interpretations and perspectives</u> Students understand that there are many versions of history based on varied sociocultural perspectives over time, which inform and may influence people's actions	<u>TCC 3.3</u> Understands that different perspectives on people, events and ideas at a particular time can be gained from historical accounts
English	Listening and Speaking: LS 3 Uses an increasing range of spoken texts with accessible themes to communicate and obtain specific information; and when communicating about familiar concepts, usually uses the structures and features of spoken language appropriately, adapting listening and speaking for different purposes	<u>Use of texts</u> Students demonstrate increasing sophistication, complexity, variety and control when making and conveying meaning with spoken texts	<u>LS 3.1</u> Obtains closely connected or related information from informational and expressive spoken texts; follows peer discourse in group discussions; and identifies key information in audio or video texts with accessible topics
Technology and enterprise	Technology Process: TP 3 Uses an understanding of the relationship between aesthetics, social and environmental effects when generating and communicating designs and when creating and modifying technologies and evaluates results using functional and aesthetic criteria	<u>Investigating</u> Students investigate issues, values, needs and opportunities	<u>TP 3.1</u> Examines and identifies key design features, including aesthetic features, and environmental effects of products, systems, processes, services and environments
	Information I 3 Understands that information has meaning when it is developed for a purpose and relates this understanding to the selection and use of	<u>The nature of Information</u> Students understand the form, structure, quality and purpose of information	<u>I 3.1</u> Understands that information is used, created, constructed, stored and transmitted in different ways, giving it purpose and meaning

	various techniques to gather, send, receive, store and transmit information and create information products	products and processes	
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Western Australia

Outcomes and Standards Framework Level 3

KLA	Outcome level descriptors	Aspect	Aspect Descriptors
	The student:		
Human Society and Its Environment	<p>Time Continuity and Change: TCC 4 Understands that people and events in a time period are linked through the impact each has on the other and that there are different perspectives on people and events of the past</p>	<p><u>Understanding the past</u> Students understand that over time, societies and communities have lasting and changing aspects of events, people and ideas</p>	<p><u>TCC 4.1</u> Understands that there is a sequence and order to the significant events, people and ideas of the past and these can be related within particular time periods</p>
English	<p>Listening and speaking LS 4 Identifies and expands on the main ideas in familiar spoken texts, controlling most linguistic structures and features of spoken language; improves communication by considering conventions, audience, purpose and context; and plans, rehearses and thinks about their own listening and speaking</p>	<p><u>Use of texts</u> Students demonstrate increasing sophistication, complexity, variety and control when making and conveying meaning with spoken texts</p>	<p><u>LS 4.1</u> Identifies the main ideas and explicit supporting details of clearly-structured spoken informational or expressive texts and identifies alternative viewpoints in spoken, audio and video texts on an issue relating to an accessible topic</p>
Technology and enterprise	<p>Technology Process: TP 4 Uses an awareness of how the values and beliefs of developers and users influence</p>	<p><u>Investigating</u> Students investigate issues, values, needs and opportunities</p>	<p><u>TP 4.4</u> Assesses how well the ideas, products, systems, processes, services and environments used meet</p>

	design, how it is communicated and the production processes used, and considers social and environmental effects when evaluating results		design requirements, including consideration of social and environmental effects
	Information: I 4 The student: Considers the needs of a particular audience when selecting and using appropriate techniques, resources and equipment to create information products using, for example, sound, images and text	<u>The nature of Information</u> Students understand the form, structure, quality and purpose of information products and processes	<u>I 4.1</u> Understands that information is used, created, constructed, presented, stored and transmitted in different ways for particular audiences and users

South Australia

Primary Years Band (Years 3, 4 and 5)

Standard 2 (towards the end of Year 4)

KLA	Strand	Outcome	Examples of Evidence
Society and Environment	Time, Continuity and Change	<u>2.1</u> Examines information from a range of sources about people in different periods of time and places in Australia, and interprets them in relation to historical events	identifies primary and secondary electronic sources of information for particular topics
		<u>2.2</u> Describes and records ages and sequences using timelines, calendars and flow-charts to present historical information	

English	Texts and Contexts	<u>2.1</u> Listens to a range of texts to identify specific information about familiar topics and to respond to others' views	identifies the purpose for listening (eg to extract specific information from a spoken report)
		<u>2.3</u> Reads and views a range of texts containing familiar topics and some unfamiliar text structures and language features, and identifies symbolic meaning and stereotypes	engages in the reading/viewing process in a variety of ways (eg in SSR, gathering and organising information from an excursion to the museum)
Design and Technology	Critiquing	<u>S2.1</u> Identifies a range of ways in which the design of everyday products, processes and systems is related to those who use them	

South Australia

Primary Years Band (Years 3, 4 and 5)

Standard 3 (towards the end of Year 6)

KLA	Strand	Outcome	Examples of Evidence
Society and Environment	Time, Continuity and Change	<u>3.1</u> Identifies and explains sequences of change that have occurred in Australia over time, and recognises various perspectives on events	analyses and reports on the ways that change has occurred over 100, 200 and more years (eg in young people's lives, adult lives, Indigenous people's lives; the impact of digital and electronic technologies)

		<u>3.2</u> Researches and discusses the importance of understanding events and ways of life of some past periods, using primary and secondary sources	
English	Texts and Contexts	<u>3.1</u> Listens to a range of texts to develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose and audience	responds to spoken texts to demonstrate understanding
		<u>3.3</u> Reads and views a range of texts containing some ideas and issues of social/cultural interest and more complex text structures and language features and explains possible reasons for different interpretations of texts	engages in the reading/viewing process in a variety of ways, including examining past, present and future perspectives

Queensland

QCAR Framework

Essential Learning by the end of Year 5

KLA	Element	Essential learning	Essential content
Studies of Society and Environment	Knowledge and Understanding	<u>Time, continuity and change:</u> Changes and continuities are represented by events and people's contributions, and are viewed differently by different people	Individuals and groups have made significant contributions to change and maintain Australian communities, heritages and identities
		<u>Political and economic systems:</u> Communities have developed decision-making systems that include principles and values formed over time	Australia's government systems are based on principles of democracy, including elected representation, free speech and civic participation, that have their origins in ancient Greece, Britain and the United States
English	Knowledge and Understanding	<u>Speaking and listening</u> Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in personal and community contexts	Active listeners identify the topic, main ideas and opinions, retell information accurately, ask clarifying questions and volunteer information.
Design and Technology	Knowledge and Understanding	<u>Technology as a human endeavour</u> Technology influences and impacts on people, their communities and environments	Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments

Queensland

QCAR Framework

Essential Learning by the end of Year 7

KLA	Element	Essential learning	Essential content
Studies of Society and Environment	Knowledge and Understanding	<u>Time, continuity and change:</u> Changes and continuities are linked to particular events and the achievements of individuals and groups that attract different interpretations	National traditions, celebrations and commemorations have evolved to reflect public sentiment and the perspectives, values and interpretations of different groups
		<u>Political and economic systems:</u> Societies and economies have systems and institutions based on principles and values	Local, state, national and Indigenous systems of government in Australia have different roles, functions, ways of operating and impacts on people and communities
English	Knowledge and Understanding	<u>Speaking and listening</u> Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across wider community contexts	Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting
Design and Technology	Knowledge and Understanding	<u>Technology as a human endeavour</u> Technology influences and impacts on people, their communities and environments	Design and development of products are influenced by societies' changing needs and wants, and include artefacts, systems, environments and services

Northern Territory

NTCF Band 2 by the end of year 4

Learning Area	Strand	Outcome	Indicators
Society and Environment	Time, Continuity and Change	<u>Soc 2.1</u> research past events to evaluate why change occurs and their impact on the community	listen and respond to significant stories from ancient and modern history
English	Speaking and Listening	<u>L/S 2.1 Texts and Contexts</u> interact with others about familiar ideas for specific purposes within the classroom and school community, recognising aspects of context and purpose	listen actively to speakers and be tolerant of and responsive to their ideas and contributions
			listen and respond to literature, information and opinions by asking questions and making appreciative comments
Technology and Design	Designing, Producing and Critiquing	<u>DPC 2.1 Investigate</u> examine the suitability of key design features of familiar products/processes/systems when determining design possibilities	identify key functional and aesthetic features of technological ideas, techniques and practices

Northern Territory

NTCF Band 3 by the end of year 6

Learning Area	Strand	Outcome	Indicators
Society and Environment	Civics, Governance and Social Justice	<u>Soc 3.3</u> research and describe features, such as decision making, of familiar political and law systems and analyse how choices, opportunities	describe the three levels of government in Australia and their respective responsibilities

		and conflict affect people's life chances	
English	Speaking and Listening	<u>L/S 3.3 Strategies</u> assist and monitor own and others' communication	use some strategies to record ideas presented orally for later review of information, eg take brief notes, tape record interviews
			critically summarise main ideas in short oral texts
Technology and Design	Designing, Producing and Critiquing	<u>DPC3.4 Evaluate and Impact</u> describe the relationships and impact of products/processes/systems and the community/environment	describe how products, processes and systems could be made better for intended users

Tasmania

Standard 3 (stages 7-9)

Curriculum Area	Strand	Performance criteria	Performance criteria descriptors at stages
Society and History	1. Identity, relationships and culture	Understand how culture and community shape identity and relationships	identify some cultural contributions to Australian identity from the past
	6. Historical inquiry	Undertake historical inquiries in relation to continuity and change in society	recognise that using different types of evidence can provide a more complete account of past or present events
			use primary and secondary sources to investigate key events in Australian history

English	Speaking and listening	actively listen to electronic and spoken texts such as story reading and role play, jokes, presentations by guest speakers, recounts, procedures, reports, descriptions, reviews and arguments	
		listen attentively to texts read aloud, viewed or performed asking and answering key questions about plots, characters and settings or the main ideas and arguments presented in the texts	
Vocational and Applied Learning (D&T)	SYLLABUS available in June 2008		
ICT	SYLLABUS available in June 2008		

Tasmania

Standard 4 (stages 10-12)

Curriculum Area	Strand	Performance criteria	Performance criteria descriptors at stages
Society and History	<u>1.</u> Democratic values and processes	Understand democratic values and processes in society, government and law	identify key events in the development of government in Australia
	<u>6.</u> Historical inquiry	Undertake historical inquiries in relation to continuity and change in society	use primary and secondary sources to establish historical fact and opinion explore and compare versions of historical events and issues in the context of their time
English	Speaking and listening	actively listen to electronic and spoken texts such as poetry, prose and drama, monologues and duologues, presentations by guest speakers, radio and television programs, podcasts, interviews, debates, reports, descriptions, reviews, explanations and arguments	

		listen attentively to texts read aloud, viewed or performed, making notes of the ideas and information in a systematic way and commenting on the ideas presented in the texts e.g. make notes during a guest speaker's presentation, summarise them to extract the main points of information and add a comment about each point	
Vocational and Applied Learning (D&T)	SYLABUS available in June 2008		
ICT	SYLABUS available in June 2008		