

## Statements of Learning: Timeline and Blood Myths

Year Level	Statements of Learning: Professional Elaborations				Identified by State and Territory curriculum
	Science	English	Civics & Citizenship	ICT	Health & Physical Education
by the end of <b>Year 7</b>	<b>Science as a human endeavour</b> recognise that scientific understandings have changed over time	<b>Reading, viewing and interpreting information and argument texts</b> aspects of subject matter are selected to appeal to, and to influence, different groups of readers and viewers		<b>Inquiring with ICT</b> use ICT to collaboratively and independently conduct investigations and develop new understandings	<ul style="list-style-type: none"> <li>• <b>VIC</b>, Level 5 Health knowledge and promotion</li> <li>• <b>TAS</b>, Standard 4, Understanding Health and Well being</li> <li>• <b>ACT</b>, Early adolescence, The student takes action to promote health</li> <li>• <b>NSW</b>, Stage 4, Personal Development, Health and Physical Education</li> <li>• <b>WA</b>, Level 4, Knowledge and Understandings</li> <li>• <b>SA</b>, Standard 4, Health of individuals and communities</li> <li>• <b>QLD</b>, Level 4 Promoting the health of individuals and communities</li> <li>• <b>NT</b>, Band 4 Promoting Individual and Community Health</li> </ul>
by the end of <b>Year 9</b>	<b>Science as a human endeavour</b> recognise that scientific understandings throughout history have been and will continue to be	<b>Reading, viewing and interpreting information and argument texts</b> draw conclusions about the main idea, contention or viewpoint	<b>Historical perspectives</b> investigate people, movements and events that have enhanced civil and political rights for specific groups of Australians	<b>Inquiring with ICT</b> develop or use models to inquire, experiment with or gain new understandings of concepts, processes	<ul style="list-style-type: none"> <li>• <b>VIC</b>, Level 6 Health knowledge and promotion</li> <li>• <b>TAS</b>, Standard 5, Understanding Health and Well being</li> <li>• <b>ACT</b>, Later adolescence, The student takes action to promote health</li> <li>• <b>NSW</b>, Stage 5, Personal Development. Health and Physical</li> </ul>

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	Science	English	Civics & Citizenship	ICT	Health & Physical Education
	continue to be shaped by individuals and groups from diverse cultures.	viewpoint	Australians	processes or systems	Development, Health and Physical Education <ul style="list-style-type: none"> <li>• <b>WA</b>, Level 5, Knowledge and Understandings</li> <li>• <b>SA</b>, Standard 5, Health of individuals and communities</li> <li>• <b>QLD</b>, Level 4 Promoting the health of individuals and communities</li> <li>• <b>NT</b>, Band 4 Promoting Individual and Community Health</li> </ul>

### Acknowledgements

Kennedy, H. Smith, D. and Mulholland, G. *Statements of Learning for Science*, 2006.

Randall, R. Ludwig, C and Moore, T. *Statements of Learning for English*, 2005.

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Kennedy, H. White, P. and Phillipson, R. *Statements of Learning for Information and Communication Technologies (ICT)*, 2006.