SAMPLE COURSE OUTLINE

ABORIGINAL AND INTERCULTURAL STUDIES
GENERAL YEAR 11
Copyright

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the Copyright Act 1968 or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the Copyright Act 1968 or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons Attribution-NonCommercial 3.0 Australia licence

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.
Sample course outline
Aboriginal and Intercultural Studies – General Year 11

Semester 1 – Unit 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–3</td>
<td><strong>Aboriginal perspectives</strong>&lt;br&gt;<strong>Cultural perspectives</strong>&lt;br&gt;• an overview of Aboriginal cultures&lt;br&gt;• exploration/brainstorm of people with leadership roles in the family, community, school, sporting, cultural and political organisations&lt;br&gt;<strong>Diversity and change</strong>&lt;br&gt;• an overview of the diversity of Aboriginal cultures and languages across Australia, including:&lt;br&gt;  ▪ differences in urban compared with remote communities&lt;br&gt;  ▪ different leadership requirements across communities&lt;br&gt;<strong>Place and belonging</strong>&lt;br&gt;• connections with Country, including:&lt;br&gt;  ▪ recognition of Native Title&lt;br&gt;  ▪ the key role of spirituality in the connection to Country&lt;br&gt;<strong>Research skills</strong>&lt;br&gt;Students practise:&lt;br&gt;• note-taking&lt;br&gt;• note-making</td>
</tr>
</tbody>
</table>

<p>| 4–7  | <strong>Task 1: Week 4:</strong> Test on ‘Cultural perspectives, Diversity and change, and Place and belonging’&lt;br&gt;<strong>Social inquiry skills:</strong>&lt;br&gt;Students construct a retrieval chart for ‘leaders’&lt;br&gt;<strong>Diversity and change and Aboriginal contributions to Australian society</strong>&lt;br&gt;• the lives and contributions to Australian society of the following leaders of the past:&lt;br&gt;  ▪ Pearl Mary (Gambanyi) Gibbs&lt;br&gt;  ▪ Vincent Lingiari (see syllabus for alternatives)&lt;br&gt;• the lives and contributions to Australian society of the following contemporary leaders:&lt;br&gt;  ▪ a NAIDOC award nominee&lt;br&gt;  ▪ a leader in the field of education (see syllabus for alternatives)&lt;br&gt;• the leadership roles of Aboriginal Elders in the community&lt;br&gt;• the leadership role of different family members, particularly the unique role of Grandparents in the passing on of knowledge&lt;br&gt;• the lives and contributions to Australian society of the following leading figures in the arts:&lt;br&gt;  ▪ Odgeroo Noonuccal&lt;br&gt;  ▪ Archie Roach (see syllabus for alternatives)&lt;br&gt;• the lives and contributions to Australian society of the following leading figures in sport:&lt;br&gt;  ▪ Cathy Freeman&lt;br&gt;  ▪ David Wirrapanda (see syllabus for alternatives)&lt;br&gt;<strong>Research skills</strong>&lt;br&gt;Students take notes from listening to an invited speaker, digital or filmed interview&lt;br&gt;<strong>Social inquiry skills</strong>&lt;br&gt;Students practise:&lt;br&gt;• constructing a set of focus questions&lt;br&gt;• collecting, recording and organising data/information&lt;br&gt;• recognising different perspectives presented in a variety of different sources/texts&lt;br&gt;• drawing conclusions and developing explanations based on research findings&lt;br&gt;• communicating findings |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
</table>
| 8–9   | • identifying and practising ethical scholarship when conducting research  
      | **Task 2A:** Week 5: Begin Social inquiry on ‘leadership’  
      | **Task 2B:** Week 7: Class presentation of inquiry findings  
      | **Aboriginal contributions to Australian society**  
      | • the contribution of Aboriginal Peoples to the development and enhancement of Australian identity and society, for example:  
      |   ▪ war service  
      |   ▪ exploration  
      |   ▪ involvement in the cattle industry  
      | • Explore a variety of sources, such as narratives, documentaries, interviews  
      | **Source analysis skills**  
      | Students practise source analysis skills  
| 10–13 | **Task 3:** Week 10: Source analysis using teacher-selected sources on ‘Aboriginal contributions to Australian society’ (Aboriginal war service in World War II)  
      | **Sustainable societies**  
      | **Empowering people**  
      | • the lives and contributions of the following champions of the struggle for civil rights in Australia:  
      |   ▪ Eddie Koiki Mabo  
      |   ▪ Shirley Colleen (Mum Shirl) Smith (see syllabus for alternatives)  
      | • the lives and contributions of the following champions of social change in other countries:  
      |   ▪ Martin Luther King  
      |   ▪ Aung San Suu Kyi (see syllabus for alternatives)  
      | • the concept that different access to power and resources leads to social inequalities of access to healthcare or education, using examples from Australia, South Africa and/or the USA (see syllabus for alternatives)  
      | • viewing of a range of sources/texts; for example, documentaries, journal articles, *My Place* by Sally Morgan and/or *Long Walk to Freedom* by Nelson Mandela  
      | **Research skills**  
      | Teacher models writing an extended response and students practise writing a response  
| 14–16 | **Task 4:** Week 14: Extended response (issue analysis) using content from ‘Empowering people’  
      | **Relationships with the environment over time**  
      | • world views and cultural perspectives on the environment, including the views of:  
      |   ▪ Aboriginal Peoples  
      |   ▪ the Maori  
      |   ▪ the Native American Tribes of the USA  
      | • champions of sustainability, environmental protection and/or conservation:  
      |   ▪ the Indigenous Rangers  
<pre><code>  |   ▪ First Nations peoples’ use of traditional land management strategies |
</code></pre>
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
</table>
| **1–6** | **Aboriginal perspectives**  
Place and belonging, and Diversity and change  
- different ways Aboriginal Peoples express links to Country through cultural expression, including stories of the Dreamings, songs, dance, and/or art  
- continuity and change in Aboriginal cultural expression, including oral tradition from stories of the Dreamings to the songs of Christine Anu, Kev Carmody, Archie Roach, Yothu Yindi and/or Geoffrey Gurrumul Yunupingu (see syllabus for alternatives)  
**Sustainable societies**  
Aboriginal contributions to Australian society, and Empowering people  
- contribution of Aboriginal culture to Australian identity, including:  
  - the use of Aboriginal culture by the tourism industry:  
    - contemporary artwork  
    - access to sites such as Uluru or Kakadu  
  - examples from the film and music industry  
- role of the arts in empowering First Nations peoples through an improvement of economic, social and/or political status; for example the role of film and television projects  
**Source analysis skills**  
Students practise source analysis skills  
**Task 5: Week 4:** Source analysis based on teacher-selected song lyrics |
| **7–10** | **Place and belonging**  
- the relationships between cultural identity and spirituality for Aboriginal Peoples  
- the relationships between cultural identity and spirituality for First Nations peoples in other countries, for example:  
  - of Canada the Sami of the Arctic Circle  
  - the Maori  
  - the Inuit  
  - the First Nations  
**Social inquiry skills**  
Students practise:  
- constructing a set of focus questions  
- collecting, recording and organising data/information  
- recognising different perspectives presented in a variety of different sources/texts  
- drawing conclusions and developing explanations based on research findings  
- communicating findings  
- identifying and practising ethical scholarship when conducting research  
**Task 6A: Week 8:** Begin Social inquiry on ‘cultural identity and spirituality for Aboriginal Peoples or First Nations peoples’  
**Task 6B: Week 11:** Class presentation of inquiry findings  
**Place and belonging, and Aboriginal contributions to Australian society**  
- exploration of traditional symbolism in contemporary art forms, including visual arts, dance, drama, literature, music, for example, the representations of men hunting, women’s meetings and presence of animals  
- the contributions to Australian society of two leading figures in the arts:  
  - David Gulpilil  
  - Leah Purcell (see syllabus for alternatives)  
- students practise extended writing skills  
**Task 7: Week 13:** Extended response (issue analysis) based on a leading figure in the arts, such as Albert Namatjira |
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
</table>
| 14–16 | **Sustainable societies**  
**Cultural interaction in a pluralist society, and Diversity and change**  
- examples of cultural change and diversity in Aboriginal societies that have resulted from contact with other cultures, including religion, food, music and film  
- the concept that Aboriginal English is an indicator of cultural interaction  
- creative partnerships between Aboriginal and non-Aboriginal artists, for example:  
  - Kev Carmody and Paul Kelly  
  - the Warumpi Band  
  - Yothu Yindi  
- the changing nature of culture as seen through cultural expression, including adoption of black ‘street’ culture, and adoption of country and western music by First Nations peoples  
- the use of cultural expression to maintain the cultural values of First Nations peoples, including:  
  - Aboriginal Peoples  
  - the Maori  
  - the Inuit  
  - the First Nations of Canada  
**Task 8: Week 16:** Test on content from ‘Cultural interaction in a pluralist society, and Diversity and change’ |