

English and Languages Australian Upper Level Primary - Years 3-6 Curriculum For Sustainability Complementing the Australian Framework



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General Capabilities (Integrated across all areas):

- **Literacy:** Reading, writing, speaking, and listening skills across subjects.
- **Numeracy:** Application of mathematical concepts and problem-solving.
- **ICT Capability:** Use of technology in learning and problem-solving.
- **Critical and Creative Thinking:** Ability to analyze, reason, and create solutions.
- **Personal and Social Capability:** Self-management, social awareness, and interpersonal skills.
- **Ethical Understanding:** Ability to make decisions based on ethics and social responsibility.
- **Intercultural Understanding:** Awareness of and respect for cultural differences.

Cross-Curriculum Priorities:

- **Aboriginal and Torres Strait Islander Histories and Cultures:** Recognizing the cultural significance and history of Australia's Indigenous peoples.
- **Asia and Australia's Engagement with Asia:** Exploring Asia's history, cultures, and connections with Australia.
- **Sustainability:** Encouraging responsible stewardship of resources and environmental awareness.

English and Languages	Mathematics	Science	Humanities and Social Sciences (HASS)	Health and Physical Education (HPE)	The Arts	Technologies
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English Content Areas: Language: Focus on the structure of language, including grammar, spelling, punctuation, and vocabulary. Literature: Students explore a range of texts, including stories, poems, and plays. They analyze characters, themes, and context. Literacy: Focus on reading and writing skills, listening, speaking, and viewing. Students are encouraged	Mathematics Content Areas: Number and Algebra: Students work with whole numbers, fractions, decimals, percentages, and introduce simple algebraic concepts. Measurement and Geometry: Understanding units of measurement, time, volume, angles, and basic geometry. Statistics and Probability: Collecting data, understanding chance and	Science Content Areas: Biological Sciences: Study of living things, including plants, animals, ecosystems, and human biology. Chemical Sciences: Understanding the properties of materials and the reactions that occur between different substances. Physical Sciences: Introduction to concepts of energy, force, motion, and simple machines. Earth and Space Sciences:	Humanities and Social Sciences (HASS) Content Areas: History: Focus on historical events, time periods, and the development of societies. Geography: Study of places and spaces, understanding human-environment interactions, and geographical features.	Health and Physical Education (HPE) Content Areas: Personal, Social, and Community Health: Topics include healthy lifestyle choices, mental health, safety, and personal well-being. Movement and Physical Activity: Physical exercise, sports,	The Arts Content Areas: Dance: Creating and performing dances, exploring movement, rhythm, and expression. Drama: Acting, storytelling, and performing to express ideas, feelings, and stories. Music: Understanding musical concepts, playing instruments,	Technologies Content Areas: Design and Technologies: Introduction to designing and making products using digital and non-digital materials. This includes developing solutions for problems and understanding processes of designing, planning, and production. Digital Technologies: Focus on computational thinking, understanding
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to communicate effectively in various situations. Key Goals: Develop comprehension skills (listening, reading, viewing). Increase fluency in writing. Build vocabulary and grammar proficiency. Understand and analyze literary and non-literary texts. Languages Content Areas: Focus on the study of languages other than	probability, interpreting and analyzing statistical information. Key Goals: Improve numeracy and problem-solving skills. Apply mathematical understanding in practical and real-world contexts. Develop logical thinking and reasoning in mathematical contexts.	Understanding the Earth's systems, weather, climate, and the solar system. Key Goals: Develop scientific inquiry skills. Understand natural systems and the environment. Encourage curiosity and exploration through experiments and observations.	Civics and Citizenship: Understanding the rights and responsibilities of citizens in society, the function of governments, and the democratic process. Economics and Business: Introduction to economic concepts such as needs, wants, resources, and the economy. Key Goals: Develop critical thinking about	fitness, and developing motor skills. Key Goals: Promote physical fitness and health. Teach teamwork, collaboration, and social skills through physical activity. Encourage well-being and the development of healthy habits.	singing, and composing. Visual Arts: Exploring various forms of art such as drawing, painting, sculpture, and digital media. Key Goals: Foster creativity and self-expression. Develop appreciation and skills in different forms of art. Enhance cultural understanding through	algorithms, coding, and digital systems. Key Goals: Foster problem-solving skills and innovation. Encourage students to use technology creatively. Develop practical skills in digital and non-digital fields.
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English (e.g., French, Japanese, Mandarin, etc.). Learn about language structure, vocabulary, and grammar, as well as cultural understanding related to the language studied. Key Goals: Develop communication skills in a second language. Enhance cultural awareness and understanding.			the past and present. Build an understanding of geography, social studies, and citizenship. Encourage decision-making based on historical knowledge and current events.		artistic exploration.	
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Build confidence in speaking, listening, reading, and writing in a new language.						
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The Sustainability Curriculum Headings

Understanding Sustainability (SUS1)	Environmental Awareness (SUS2)	Environmental Stewardship (SUS3)	Waste Management (SUS4)	Energy Conservation (SUS5)	Biodiversity and Ecosystems (SUS6)
Climate Change and Adaptation (SUS7)	Food and Agriculture (SUS8)	Water Conservation (SUS9)	Sustainable Transport and Urban Planning (SUS10)	Citizenship / Global Responsibility and Sustainable Development (SUS11)	Outdoor Learning and Connection to Nature (SUS12)

Understanding Sustainability (SUS1)
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1. English - Language

Content Area: Structure of Language (Grammar, Spelling, Punctuation, and Vocabulary)

- **Objective 1.1:** Students will identify and explain key vocabulary related to sustainability, the SDGs, and biodiversity, using correct spelling, grammar, and punctuation in written texts.
- **Objective 1.2:** Students will accurately use grammatical structures (e.g., subject-verb agreement, tenses) to create sentences that explain the importance of sustainability and biodiversity goals.
- **Objective 1.3:** Students will practice spelling and punctuation when writing about sustainability, ensuring correct use of technical terms related to the SDGs and biodiversity.
- **Objective 1.4:** Students will use a variety of vocabulary to describe actions that can support the UNCRC and UNRMS, demonstrating the link between language and environmental stewardship.

2. English - Literature

Content Area: Exploring Texts (Stories, Poems, and Plays)

- **Objective 2.1:** Students will read and analyse stories, poems, or plays that explore themes of environmental sustainability and social responsibility, such as saving biodiversity, climate action, and human rights (UNCRC).
- **Objective 2.2:** Students will examine characters in literature and explore how their actions reflect or contradict sustainability principles, the SDGs, and the UNCRC.
- **Objective 2.3:** Students will evaluate how texts use environmental issues and human rights themes to foster empathy and understanding towards biodiversity conservation.
- **Objective 2.4:** Students will engage in discussions of literary texts, using evidence from the text to support views on sustainability and rights related to biodiversity and climate goals.

3. English - Literacy

Content Area: Reading, Writing, Listening, Speaking, and Viewing

- **Objective 3.1:** Students will engage with non-fiction texts related to the SDGs and biodiversity to enhance their

comprehension and ability to summarize key points on sustainability topics.

- **Objective 3.2:** Students will write persuasive texts explaining why it is important to meet biodiversity targets and support sustainable practices, demonstrating clear arguments and understanding of global sustainability issues.
 - **Objective 3.3:** Students will participate in group discussions or debates on the UNCRC and biodiversity issues, developing listening and speaking skills while respectfully presenting opinions on how to address sustainability.
 - **Objective 3.4:** Students will present sustainability-related projects or research using multimedia tools to communicate their ideas clearly and effectively, incorporating relevant terminology and facts.
 - **Objective 3.5:** Students will demonstrate active listening skills and respond thoughtfully to others' viewpoints in class discussions on sustainability, the SDGs, and biodiversity.
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4. Languages

Content Area: Study of a Second Language (e.g., French, Japanese, Mandarin)

- **Objective 4.1:** Students will use vocabulary related to the environment, climate, and biodiversity in the language they are studying, enhancing both their language proficiency and awareness of global sustainability issues.
 - **Objective 4.2:** Students will explore cultural aspects of sustainability from countries where the target language is spoken, identifying how different societies approach environmental conservation and the SDGs.
 - **Objective 4.3:** Students will engage in simple conversations or write short texts about sustainability, using correct grammar and vocabulary in the second language, demonstrating their understanding of global sustainability goals.
 - **Objective 4.4:** Students will develop cross-cultural understanding by comparing and contrasting the sustainability practices of countries that speak the language studied with Australia's approaches to biodiversity and climate change.
 - **Objective 4.5:** Students will perform simple dialogues or role-plays that highlight the importance of sustainability and human rights (UNCRC), using the target language to discuss these topics in an intercultural context.
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Key Goals for All Objectives:

- **Comprehension:** Develop students' ability to understand and analyze a range of texts, both literary and non-literary, related to sustainability, biodiversity, and human rights.
- **Fluency in Writing:** Encourage students to write with clarity and precision about global sustainability issues, using appropriate vocabulary and grammar.
- **Vocabulary Building:** Expand students' knowledge of specific terms related to the SDGs, biodiversity, and environmental

sustainability, both in English and in any second language studied.

- **Cultural Awareness:** Enhance students' understanding of how different cultures approach sustainability and the protection of the environment, in alignment with the SDGs and the UNCRC.

Environmental Awareness

(SUS2)

1. English - Language

Content Area: Structure of Language (Grammar, Spelling, Punctuation, and Vocabulary)

- **Objective 1.1:** Students will develop an understanding of key vocabulary related to environmental sustainability, the SDGs, UNCRC, and biodiversity. They will use correct spelling, grammar, and punctuation in written work about these topics.
- **Objective 1.2:** Students will apply grammatical rules such as verb tense, sentence structure, and subject-verb agreement to write clear and coherent sentences that describe actions for improving biodiversity and addressing climate change.
- **Objective 1.3:** Students will use appropriate vocabulary (e.g., conservation, ecosystem, renewable energy) to describe environmental issues, demonstrating the ability to communicate complex concepts simply and accurately.
- **Objective 1.4:** Students will produce written work that reflects an understanding of the relationship between biodiversity, sustainability, and the role of the United Nations in addressing these issues, using clear punctuation and effective grammar.

2. English - Literature

Content Area: Exploring Texts (Stories, Poems, and Plays)

- **Objective 2.1:** Students will read and analyze literary texts (e.g., stories, poems, plays) that highlight environmental themes

such as sustainability, conservation, and human rights, exploring characters, settings, and narratives that engage with SDGs, biodiversity, and the UNCRC.

- **Objective 2.2:** Students will identify and explain how characters in texts respond to environmental challenges, and how their actions reflect or oppose sustainability principles and the SDGs.
 - **Objective 2.3:** Students will examine how literature uses themes of environmental protection, human rights, and biodiversity conservation to inspire empathy, responsibility, and action.
 - **Objective 2.4:** Students will compare and contrast how different texts (fiction and non-fiction) address environmental issues, such as water conservation, reducing waste, and biodiversity protection, and discuss their relevance to the SDGs and UNCRC.
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3. English - Literacy

Content Area: Reading, Writing, Listening, Speaking, and Viewing

- **Objective 3.1:** Students will develop their reading comprehension skills by engaging with a range of texts on environmental issues, summarizing key ideas related to sustainability, biodiversity, and human rights, and making connections to the SDGs.
 - **Objective 3.2:** Students will write persuasive texts advocating for actions that align with SDGs and biodiversity protection, such as reducing plastic use, conserving water, or protecting endangered species, using clear and structured arguments.
 - **Objective 3.3:** Students will engage in group discussions, debates, or role-plays about how to protect the environment and promote human rights in line with the UNCRC, using appropriate environmental vocabulary.
 - **Objective 3.4:** Students will develop effective communication skills in both written and oral forms, discussing topics like global environmental issues and the importance of sustainable practices, and presenting their ideas clearly to others.
 - **Objective 3.5:** Students will listen to and analyze spoken texts on environmental topics, and critically respond to ideas and arguments, considering the impact of human actions on biodiversity and climate change.
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4. Languages

Content Area: Study of a Second Language (e.g., French, Japanese, Mandarin)

- **Objective 4.1:** Students will learn and use vocabulary related to sustainability and the environment in the second language (e.g., terms for pollution, recycling, climate action), expanding their linguistic knowledge while increasing awareness of

global issues.

- **Objective 4.2:** Students will compare and contrast the environmental policies and practices of countries that speak the language they are learning (e.g., France, Japan) with those of Australia, exploring cultural differences in sustainability approaches.
- **Objective 4.3:** Students will develop communication skills in the second language by discussing environmental issues, such as climate change or biodiversity loss, and proposing solutions for these issues in their new language.
- **Objective 4.4:** Students will explore the cultural perspectives of the language studied on environmental topics, such as traditional practices for sustainability, and integrate these ideas into their understanding of the SDGs and biodiversity.
- **Objective 4.5:** Students will demonstrate language proficiency by writing short paragraphs or performing dialogues that address topics like renewable energy, conservation, or the importance of protecting biodiversity in their second language.

Key Goals for All Objectives:

- **Comprehension Skills:** Develop students' abilities to understand, analyze, and interpret both literary and non-literary texts about environmental issues, including sustainability, biodiversity, and human rights.
- **Fluency in Writing:** Encourage students to write with clarity, coherence, and persuasive power on sustainability topics, applying their language skills to communicate effectively about environmental issues and their potential solutions.
- **Vocabulary Building:** Expand students' vocabulary related to environmental science, sustainability practices, and global initiatives such as the SDGs and UNCRC, ensuring they understand and use these terms accurately in speaking and writing.
- **Cultural Awareness:** Enhance students' understanding of how different cultures address environmental sustainability and human rights issues, fostering a global perspective on shared responsibility for the planet.
- **Communication Skills:** Equip students with the ability to effectively communicate environmental issues, solutions, and actions both in English and in any second language they study, developing their listening, speaking, reading, and writing abilities.

Environmental Stewardship

(SUS3)

1. English - Language

Content Area: Structure of Language (Grammar, Spelling, Punctuation, and Vocabulary)

- **Objective 1.1:** Students will learn and apply specific vocabulary related to environmental stewardship, including terms such as sustainability, conservation, biodiversity, climate change, and renewable resources. They will use these terms accurately in both written and spoken communication.
 - **Objective 1.2:** Students will demonstrate proficiency in using proper grammar, punctuation, and spelling when writing about environmental stewardship, ensuring clarity and correctness in their descriptions and explanations of sustainable practices.
 - **Objective 1.3:** Students will compose sentences and short paragraphs about environmental stewardship, employing a range of sentence structures and correct use of tense to explain how human actions affect the environment and what steps can be taken to protect it.
 - **Objective 1.4:** Students will use descriptive language and specific vocabulary when writing about global issues such as biodiversity loss, water scarcity, and pollution, while adhering to correct spelling and punctuation.
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2. English - Literature

Content Area: Exploring Texts (Stories, Poems, and Plays)

- **Objective 2.1:** Students will read and analyze stories, poems, and plays that address themes of environmental stewardship, including the protection of biodiversity, sustainability, and human rights, in the context of the SDGs and the UNCRC.
 - **Objective 2.2:** Students will identify and discuss how characters in literary texts demonstrate environmental stewardship through their actions or choices, linking their behaviors to the concepts of sustainability and global responsibility.
 - **Objective 2.3:** Students will compare and contrast the environmental messages in different literary texts, evaluating how these texts raise awareness about human impact on the planet and the importance of taking action to protect ecosystems.
 - **Objective 2.4:** Students will create their own written or performed literary works (such as short stories or skits) that incorporate themes of environmental stewardship, demonstrating creativity while conveying messages about the SDGs and environmental protection.
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3. English - Literacy

Content Area: Reading, Writing, Listening, Speaking, and Viewing

- **Objective 3.1:** Students will read a variety of texts (e.g., news articles, blogs, non-fiction books) that discuss environmental issues and solutions, summarizing the main ideas and key details, particularly focusing on topics related to biodiversity, the SDGs, and environmental policy.
 - **Objective 3.2:** Students will write persuasive texts advocating for specific environmental actions, such as reducing plastic waste, conserving water, or protecting endangered species, using logical reasoning and evidence-based arguments.
 - **Objective 3.3:** Students will engage in discussions or debates about environmental stewardship, expressing their opinions on the importance of sustainability and biodiversity protection, while respectfully listening to and considering the viewpoints of others.
 - **Objective 3.4:** Students will practice listening to spoken texts on environmental issues, such as interviews or podcasts, and respond with well-structured answers that reflect their understanding of the issues at hand.
 - **Objective 3.5:** Students will create a multimedia presentation on an environmental stewardship topic (e.g., the importance of protecting the oceans, the role of renewable energy), demonstrating effective communication skills and using appropriate vocabulary to educate others.
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4. Languages

Content Area: Study of a Second Language (e.g., French, Japanese, Mandarin)

- **Objective 4.1:** Students will learn and apply vocabulary related to environmental stewardship, sustainability, and biodiversity in the language they are studying, developing an understanding of how different languages express environmental concepts.
- **Objective 4.2:** Students will explore environmental issues within the cultural contexts of countries where the second language is spoken, comparing and contrasting these practices with those in Australia, particularly focusing on sustainability initiatives and biodiversity protection.
- **Objective 4.3:** Students will engage in basic conversations or write short texts in the second language, discussing actions to improve sustainability, protect biodiversity, and adhere to the SDGs.
- **Objective 4.4:** Students will read and interpret simple environmental texts in the second language, such as brochures or news articles, summarizing their content and expressing their own views on the environmental issues addressed.
- **Objective 4.5:** Students will write a brief report or create a presentation in the second language on an environmental topic, explaining how different countries are working towards sustainability and protecting biodiversity, integrating relevant

cultural and linguistic elements.

Key Goals for All Objectives:

- **Comprehension Skills:** Develop students' ability to read, understand, and analyze texts on environmental stewardship, sustainability, and biodiversity, both literary and non-literary, and to summarize the main ideas.
- **Fluency in Writing:** Encourage students to write clearly and persuasively about environmental topics, building their writing skills in a way that incorporates accurate vocabulary and logical argumentation.
- **Vocabulary Building:** Expand students' understanding and use of vocabulary related to environmental stewardship and sustainability, both in English and in any second language studied.
- **Cultural Awareness:** Promote understanding of how different cultures address environmental challenges and sustainability, fostering a global perspective on the SDGs and biodiversity protection.
- **Communication Skills:** Strengthen students' speaking and listening abilities, enabling them to participate in discussions and express their ideas confidently on topics such as climate change, biodiversity, and the UNCRC in both English and their second language.

Waste Management

(SUS4)

1. English - Language

Content Area: Structure of Language (Grammar, Spelling, Punctuation, and Vocabulary)

- **Objective 1.1:** Students will develop and apply vocabulary related to waste management, such as recycling, composting, waste reduction, landfills, and circular economy, ensuring correct spelling, grammar, and punctuation in both spoken and written work.

- **Objective 1.2:** Students will demonstrate the ability to use a variety of sentence structures to write clear and accurate descriptions of the importance of waste reduction, recycling, and proper waste management practices.
 - **Objective 1.3:** Students will incorporate waste-related terminology into their writing, using the correct grammar (e.g., subject-verb agreement, passive voice) to discuss actions taken to reduce waste and protect biodiversity.
 - **Objective 1.4:** Students will practice writing persuasive texts to convince others of the importance of managing waste in a sustainable way, applying appropriate punctuation and vocabulary.
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2. English - Literature

Content Area: Exploring Texts (Stories, Poems, and Plays)

- **Objective 2.1:** Students will read and analyze stories, poems, or plays that highlight the themes of waste management, sustainability, and environmental conservation, identifying characters, events, and settings that reflect these issues.
 - **Objective 2.2:** Students will examine how characters in literary works deal with environmental issues such as waste and pollution, exploring how their actions or inactions contribute to or mitigate environmental harm.
 - **Objective 2.3:** Students will identify and analyze themes of responsibility, stewardship, and sustainability in texts, discussing how the authors communicate the importance of waste reduction and resource conservation.
 - **Objective 2.4:** Students will create their own literary works, such as short stories or poems, incorporating characters and themes that address waste management, recycling, and the importance of protecting the environment.
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3. English - Literacy

Content Area: Reading, Writing, Listening, Speaking, and Viewing

- **Objective 3.1:** Students will read a range of texts about waste management and sustainability, summarizing key points and ideas related to the SDGs, such as responsible consumption and production (SDG 12), and how waste affects biodiversity and ecosystems.
- **Objective 3.2:** Students will write informative texts about waste management practices, such as recycling, composting, and waste reduction, using evidence-based arguments and linking to the SDGs and biodiversity goals.
- **Objective 3.3:** Students will participate in discussions and debates about waste management and sustainability, using effective listening and speaking skills to share their perspectives and consider the views of others.
- **Objective 3.4:** Students will watch videos or presentations about waste management practices and respond by identifying

the key issues raised, proposing solutions, and reflecting on their own actions regarding waste.

- **Objective 3.5:** Students will create and present a multimedia project (e.g., video, poster, or slideshow) that educates others about the importance of reducing, reusing, and recycling waste, and how these actions contribute to achieving the SDGs.
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4. Languages

Content Area: Study of a Second Language (e.g., French, Japanese, Mandarin)

- **Objective 4.1:** Students will learn vocabulary related to waste management in the second language (e.g., terms like "recycling," "composting," "waste," "pollution") and practice using these terms in sentences and short paragraphs.
 - **Objective 4.2:** Students will explore cultural practices related to waste management in countries where the target language is spoken, comparing these practices with those in Australia, and discussing how these practices contribute to sustainability and biodiversity protection.
 - **Objective 4.3:** Students will practice discussing waste management and sustainability issues in the second language, participating in simple conversations or writing short texts that outline strategies for reducing waste and protecting the environment.
 - **Objective 4.4:** Students will read and analyze short environmental texts in the second language, summarizing key ideas about waste management and sustainability and comparing them to similar texts in English.
 - **Objective 4.5:** Students will write a report or present on the waste management practices of a country that speaks the second language, highlighting their approach to sustainability and connecting it to the SDGs and biodiversity targets.
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Key Goals for All Objectives:

- **Comprehension Skills:** Enhance students' ability to read, understand, and analyze texts on waste management and sustainability, including non-literary texts that explain concepts such as the circular economy, recycling, and composting.
- **Fluency in Writing:** Support students in developing the ability to write clearly and persuasively about waste management, using appropriate language and structure, and applying the correct grammar, spelling, and punctuation.
- **Vocabulary Building:** Expand students' understanding and use of key terminology related to waste management, sustainability, and biodiversity, both in English and in any second language studied.
- **Cultural Awareness:** Increase students' understanding of how different cultures approach waste management, encouraging them to think globally about sustainability and the SDGs.
- **Communication Skills:** Foster students' ability to communicate effectively on topics such as waste reduction, recycling, and

sustainable consumption, through writing, speaking, and listening activities.

Energy Conservation (SUS5)

1. English - Language

Content Area: Structure of Language (Grammar, Spelling, Punctuation, and Vocabulary)

- **Objective 1.1:** Students will learn and apply vocabulary related to energy conservation, including terms such as renewable energy, energy efficiency, solar power, wind energy, and energy-saving practices, ensuring correct spelling, punctuation, and grammar in both written and spoken work.
- **Objective 1.2:** Students will use appropriate grammar structures, such as the future tense and conditional clauses, to write and speak about actions they can take to conserve energy in their daily lives.
- **Objective 1.3:** Students will compose clear, well-structured sentences about the importance of energy conservation, using correct punctuation and grammar to explain how reducing energy consumption contributes to the SDGs (particularly SDG 7: Affordable and Clean Energy).
- **Objective 1.4:** Students will apply new vocabulary related to energy conservation in written reports or essays, ensuring their language is precise and well-organized to effectively communicate their ideas.

2. English - Literature

Content Area: Exploring Texts (Stories, Poems, and Plays)

- **Objective 2.1:** Students will read and analyze stories, poems, and plays that explore the themes of energy conservation, sustainability, and environmental stewardship, identifying characters, themes, and settings that relate to these issues.
- **Objective 2.2:** Students will explore how characters in literary texts respond to the challenges of energy consumption and conservation, discussing how their actions align with or contradict sustainability principles.
- **Objective 2.3:** Students will identify the themes of environmental protection and sustainable energy use in literature,

analyzing how the authors highlight the importance of energy conservation and how it relates to the SDGs, biodiversity, and the UNCRC.

- **Objective 2.4:** Students will create original short stories or poems that incorporate themes of energy conservation and the importance of using renewable resources, demonstrating creativity while conveying the significance of sustainable energy practices.
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3. English - Literacy

Content Area: Reading, Writing, Listening, Speaking, and Viewing

- **Objective 3.1:** Students will engage with nonfiction texts on energy conservation, summarizing key ideas related to renewable energy sources, energy efficiency, and the impact of energy use on biodiversity and the environment.
 - **Objective 3.2:** Students will write persuasive texts to advocate for energy-saving practices in households or schools, using facts, examples, and reasoning to support their arguments while linking their actions to the SDGs and the need for global sustainability.
 - **Objective 3.3:** Students will participate in discussions and debates about the importance of energy conservation, sharing their ideas and listening to others' perspectives, while demonstrating respect for differing viewpoints.
 - **Objective 3.4:** Students will create and present a multimedia project (e.g., video, poster, or slideshow) that educates their peers on the importance of conserving energy, emphasizing actions that can help reduce carbon footprints and support the SDGs.
 - **Objective 3.5:** Students will engage in critical listening exercises by watching videos or listening to speakers on energy conservation topics, then respond with summaries and solutions for energy-saving actions they can take in their homes or communities.
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4. Languages

Content Area: Study of a Second Language (e.g., French, Japanese, Mandarin)

- **Objective 4.1:** Students will learn and apply vocabulary related to energy conservation in the second language (e.g., terms like "énergie renouvelable" in French or "再生可能エネルギー" in Japanese), practicing correct pronunciation and grammar.
- **Objective 4.2:** Students will explore the cultural and societal approaches to energy conservation in countries where the second language is spoken, comparing these practices with Australian approaches to sustainability and discussing how

these countries address SDG 7.

- **Objective 4.3:** Students will practice discussing energy conservation strategies in the second language, using appropriate grammar and vocabulary to explain how energy use impacts the environment and the importance of adopting renewable energy sources.
- **Objective 4.4:** Students will read simple environmental texts in the second language (e.g., articles on solar energy or wind power), summarize key points, and discuss the potential for implementing similar solutions in their own communities.
- **Objective 4.5:** Students will create a short presentation or report in the second language that explains how a country of their choice uses renewable energy, drawing connections between language learning and global sustainability efforts.

Key Goals for All Objectives:

- **Comprehension Skills:** Develop students' ability to read, understand, and analyze texts about energy conservation and renewable energy, extracting key points about how energy consumption affects the environment and the importance of SDG 7.
- **Fluency in Writing:** Encourage students to write clearly and persuasively about energy conservation, using correct grammar, spelling, and punctuation to explain how renewable energy and energy-saving practices contribute to a sustainable future.
- **Vocabulary Building:** Expand students' understanding and use of key terminology related to energy conservation, renewable energy, and sustainability, ensuring they can effectively communicate these concepts both in English and in any second language studied.
- **Cultural Awareness:** Enhance students' understanding of how different cultures and countries approach energy conservation and sustainability, helping them see the global relevance of energy issues and fostering a broader perspective on the SDGs.
- **Communication Skills:** Strengthen students' speaking and listening abilities, enabling them to participate in discussions and debates about energy conservation, as well as communicate their ideas effectively through various forms of media and language.

Biodiversity and Ecosystems (SUS6)

1. English - Language

Content Area: Structure of Language (Grammar, Spelling, Punctuation, and Vocabulary)

- **Objective 1.1:** Students will learn and apply vocabulary related to biodiversity and ecosystems, including terms such as habitat, species, conservation, food chain, ecosystems, and biodiversity, ensuring correct spelling, punctuation, and grammar in written and spoken work.
 - **Objective 1.2:** Students will use appropriate grammar structures, including subject-verb agreement and sentence types, to write about the relationships within ecosystems and how biodiversity is maintained.
 - **Objective 1.3:** Students will write clear and accurate descriptions of ecosystems, their components, and the interdependence of species, using proper grammar, punctuation, and a variety of sentence structures.
 - **Objective 1.4:** Students will integrate complex vocabulary related to biodiversity and ecosystems into their writing and oral presentations, demonstrating clear and concise communication about the importance of biodiversity conservation.
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2. English - Literature

Content Area: Exploring Texts (Stories, Poems, and Plays)

- **Objective 2.1:** Students will read and analyze stories, poems, or plays that explore themes of biodiversity, ecosystems, and conservation, identifying characters, themes, and settings that reflect the fragility of ecosystems and the importance of protecting biodiversity.
 - **Objective 2.2:** Students will identify and discuss how characters in literary texts interact with their natural environment and contribute to or disrupt ecosystems, exploring the consequences of these actions.
 - **Objective 2.3:** Students will analyze texts for themes of interdependence in ecosystems, discussing how authors use narrative techniques to highlight the importance of preserving biodiversity for the health of the planet.
 - **Objective 2.4:** Students will create their own literary works, such as short stories or poems, that address issues related to ecosystems and biodiversity, using storytelling to convey the significance of protecting the natural world.
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3. English - Literacy

Content Area: Reading, Writing, Listening, Speaking, and Viewing

- **Objective 3.1:** Students will engage with nonfiction texts (e.g., articles, documentaries, and fact sheets) on biodiversity and ecosystems, summarizing key points and understanding how ecosystems function and why biodiversity is vital for sustaining life.
 - **Objective 3.2:** Students will write persuasive texts on the importance of biodiversity conservation, using facts, examples, and reasoning to support their arguments and linking their ideas to the SDGs and biodiversity targets.
 - **Objective 3.3:** Students will participate in group discussions and debates about biodiversity and ecosystems, sharing their ideas on how to protect ecosystems and enhance biodiversity, while actively listening to others' perspectives.
 - **Objective 3.4:** Students will create and present a multimedia project (e.g., a video or presentation) on the importance of biodiversity and ecosystems, demonstrating effective communication skills while educating others about these topics.
 - **Objective 3.5:** Students will engage in critical listening by watching videos or listening to speakers on biodiversity and ecosystem topics, and then respond by summarizing key points and discussing proposed solutions for biodiversity preservation.
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4. Languages

Content Area: Study of a Second Language (e.g., French, Japanese, Mandarin)

- **Objective 4.1:** Students will learn and apply vocabulary related to biodiversity and ecosystems in the second language (e.g., terms like "biodiversité" in French or "生物多様性" in Japanese), practicing proper pronunciation and grammar.
 - **Objective 4.2:** Students will explore how the target language culture views biodiversity and ecosystems, discussing their approaches to conservation and comparing them to Australian practices regarding biodiversity protection.
 - **Objective 4.3:** Students will practice speaking and writing about the importance of biodiversity and ecosystems in the second language, explaining the need for conservation efforts and the link between healthy ecosystems and human well-being.
 - **Objective 4.4:** Students will read and interpret simple texts in the second language on ecosystems and biodiversity (e.g., articles, brochures, or environmental reports), summarizing key ideas and discussing how biodiversity is protected in the country of the language studied.
 - **Objective 4.5:** Students will write a brief report or give a presentation in the second language on a specific ecosystem, highlighting its biodiversity, the species that inhabit it, and how it can be conserved.
-

Key Goals for All Objectives:

- **Comprehension Skills:** Develop students' ability to read, understand, and analyze both literary and non-literary texts about biodiversity, ecosystems, and the importance of conservation. Students will learn to extract key ideas, summarize content, and identify the main themes of sustainability and ecological interdependence.
- **Fluency in Writing:** Encourage students to write clearly and persuasively about ecosystems and biodiversity, using appropriate grammar, vocabulary, and punctuation to communicate ideas effectively. Students will also be encouraged to express their ideas about biodiversity conservation in a compelling and structured manner.
- **Vocabulary Building:** Expand students' knowledge of specialized vocabulary related to biodiversity, ecosystems, and sustainability, ensuring that they can articulate these concepts clearly in both English and any second language studied.
- **Cultural Awareness:** Enhance students' understanding of how different cultures and countries view biodiversity and conservation, encouraging them to compare and contrast various global approaches to protecting ecosystems and wildlife.
- **Communication Skills:** Foster students' ability to participate in discussions, debates, and presentations, ensuring that they can confidently express their views on biodiversity and ecosystems while listening to and considering the ideas of others.

Climate Change and Adaptation

(SUS7)

1. English - Language

Content Area: Structure of Language (Grammar, Spelling, Punctuation, and Vocabulary)

- **Objective 1.1:** Students will develop and apply vocabulary related to climate change and adaptation, including terms such

as greenhouse gases, global warming, carbon footprint, renewable energy, and climate resilience, ensuring correct spelling, grammar, and punctuation in both written and spoken work.

- **Objective 1.2:** Students will use appropriate grammar structures (e.g., conditional sentences, future tense) to describe the impacts of climate change and the actions necessary for climate adaptation and mitigation.
 - **Objective 1.3:** Students will compose well-structured sentences and short paragraphs to explain how climate change affects ecosystems and human communities, using correct grammar and punctuation.
 - **Objective 1.4:** Students will write persuasive texts advocating for climate action, using evidence and examples to support their arguments while applying appropriate vocabulary and correct sentence structures.
-

2. English - Literature

Content Area: Exploring Texts (Stories, Poems, and Plays)

- **Objective 2.1:** Students will read and analyze stories, poems, or plays that address themes of climate change, environmental sustainability, and adaptation, identifying characters, themes, and settings that explore the effects of climate change on the environment and society.
 - **Objective 2.2:** Students will examine how characters in literary texts respond to climate change, discussing their actions and the consequences of those actions on the environment and the community.
 - **Objective 2.3:** Students will explore themes of climate resilience and adaptation in literature, analyzing how authors convey the importance of taking action to protect the planet and its ecosystems.
 - **Objective 2.4:** Students will create their own literary works (e.g., short stories, poems, or skits) that incorporate themes of climate change, adaptation, and sustainability, demonstrating creativity while conveying the urgency of addressing climate issues.
-

3. English - Literacy

Content Area: Reading, Writing, Listening, Speaking, and Viewing

- **Objective 3.1:** Students will engage with nonfiction texts (e.g., news articles, reports, and fact sheets) on climate change, summarizing key points and identifying how climate change affects biodiversity, ecosystems, and human communities.
- **Objective 3.2:** Students will write informative and persuasive texts about the impacts of climate change and the adaptation strategies necessary to mitigate these impacts, linking their ideas to the SDGs and the need for global climate action.

- **Objective 3.3:** Students will participate in group discussions and debates about climate change, sharing their ideas on how to reduce carbon emissions, conserve resources, and adapt to climate impacts, while actively listening to others' perspectives.
 - **Objective 3.4:** Students will create and present a multimedia project (e.g., video, poster, or slideshow) on climate change adaptation strategies, using clear language and appropriate visuals to educate others about the importance of climate action.
 - **Objective 3.5:** Students will engage in critical listening by watching videos or listening to speakers on climate change adaptation, then responding by summarizing key points and discussing proposed solutions for addressing climate impacts.
-

4. Languages

Content Area: Study of a Second Language (e.g., French, Japanese, Mandarin)

- **Objective 4.1:** Students will learn and apply vocabulary related to climate change and adaptation in the second language (e.g., terms like "changement climatique" in French or "気候変動" in Japanese), practicing proper pronunciation, grammar, and contextual use of the words.
 - **Objective 4.2:** Students will explore how the target language culture addresses climate change and environmental sustainability, comparing these practices with those in Australia, and discussing adaptation strategies that are being implemented.
 - **Objective 4.3:** Students will practice discussing climate change adaptation strategies in the second language, using appropriate grammar and vocabulary to explain how climate change affects the environment and the importance of adaptive measures.
 - **Objective 4.4:** Students will read and interpret simple texts in the second language related to climate change (e.g., articles or reports on environmental policies), summarizing the key ideas and discussing how the language's speakers address these global issues.
 - **Objective 4.5:** Students will write a report or give a presentation in the second language on the topic of climate change adaptation in a specific country or region, highlighting the impact of climate change and strategies being used to adapt to it.
-

Key Goals for All Objectives:

- **Comprehension Skills:** Enhance students' ability to read, understand, and analyze texts about climate change, adaptation strategies, and their global impacts, including understanding the interconnectedness of climate, biodiversity, and human rights (UNCRC).
- **Fluency in Writing:** Encourage students to write clearly and persuasively about climate change adaptation, using appropriate grammar, vocabulary, and punctuation to effectively communicate their ideas on mitigating climate impacts.
- **Vocabulary Building:** Expand students' understanding of key terminology related to climate change, adaptation, sustainability, and the SDGs, ensuring they can articulate these concepts clearly in both English and any second language studied.
- **Cultural Awareness:** Enhance students' understanding of how different cultures view climate change and adaptation, fostering a global perspective on how different regions are responding to climate challenges.
- **Communication Skills:** Strengthen students' speaking and listening abilities, enabling them to confidently discuss climate change and its effects, as well as communicate their ideas about climate action through writing, speaking, and multimedia presentations.

Food and Agriculture

(SUS8)

1. English - Language

Content Area: Structure of Language (Grammar, Spelling, Punctuation, and Vocabulary)

- **Objective 1.1:** Students will learn and apply vocabulary related to food production, agriculture, aquaculture, and agroforestry, such as sustainability, ecosystem services, biodiversity, crop rotation, aquaponics, and soil conservation, ensuring correct spelling, grammar, and punctuation in both written and spoken work.
- **Objective 1.2:** Students will use appropriate grammar structures (e.g., passive voice, conditional sentences) to write and speak about sustainable practices in food production and aquaculture, explaining how these practices contribute to

biodiversity conservation and food security.

- **Objective 1.3:** Students will compose well-structured sentences and short paragraphs explaining the relationship between agriculture, aquaculture, and biodiversity, using correct grammar, punctuation, and clear vocabulary.
 - **Objective 1.4:** Students will develop and apply technical vocabulary related to agroforestry and sustainable farming practices to describe how these systems contribute to environmental sustainability, while maintaining grammatical accuracy and coherence in their writing.
-

2. English - Literature

Content Area: Exploring Texts (Stories, Poems, and Plays)

- **Objective 2.1:** Students will read and analyze stories, poems, or plays that address the themes of food production, agriculture, aquaculture, and agroforestry, identifying characters, themes, and settings that explore the challenges and benefits of sustainable food systems.
 - **Objective 2.2:** Students will explore how characters in literary texts engage with agriculture and aquaculture, discussing how their actions impact the environment and contribute to or hinder biodiversity conservation.
 - **Objective 2.3:** Students will examine themes of sustainability and food security in literature, analyzing how authors convey the importance of responsible agricultural and aquaculture practices in promoting ecological balance.
 - **Objective 2.4:** Students will create their own literary works (e.g., short stories or poems) that incorporate themes of sustainable agriculture, aquaculture, and agroforestry, using narrative to illustrate the importance of protecting ecosystems while ensuring food security.
-

3. English - Literacy

Content Area: Reading, Writing, Listening, Speaking, and Viewing

- **Objective 3.1:** Students will engage with nonfiction texts (e.g., articles, reports, and case studies) on food production systems, aquaculture, and agroforestry, summarizing key points and understanding the relationship between these systems and biodiversity conservation, linking to SDG 2 (Zero Hunger) and SDG 15 (Life on Land).
- **Objective 3.2:** Students will write informative and persuasive texts about the benefits of sustainable agriculture, aquaculture, and agroforestry, using facts, examples, and reasoning to support their arguments and demonstrating how these practices help protect biodiversity.

- **Objective 3.3:** Students will participate in group discussions and debates about food security, sustainable farming, and aquaculture practices, sharing their ideas on how to promote sustainable agriculture while protecting ecosystems and biodiversity.
 - **Objective 3.4:** Students will create and present a multimedia project (e.g., video, presentation, or poster) that highlights the importance of sustainable food systems, demonstrating effective communication skills and using appropriate visuals and data to educate others.
 - **Objective 3.5:** Students will engage in critical listening by watching videos or listening to speakers on topics such as sustainable aquaculture and agroforestry, then responding by summarizing key points and discussing proposed solutions for sustainable food production.
-

4. Languages

Content Area: Study of a Second Language (e.g., French, Japanese, Mandarin)

- **Objective 4.1:** Students will learn and apply vocabulary related to food production, agriculture, aquaculture, and agroforestry in the second language (e.g., terms like "agriculture durable" in French or "持続可能な農業" in Japanese), practicing pronunciation, grammar, and contextual use.
 - **Objective 4.2:** Students will explore how the target language culture views food production, aquaculture, and agroforestry, comparing these practices with those in Australia, and discussing how different cultures implement sustainable practices in food systems.
 - **Objective 4.3:** Students will practice discussing sustainable food production and biodiversity conservation in the second language, using appropriate grammar and vocabulary to explain the challenges and solutions related to food security and environmental protection.
 - **Objective 4.4:** Students will read and interpret simple texts in the second language related to sustainable food practices (e.g., articles or environmental reports), summarizing key points and discussing the approaches used to promote sustainable farming in the country of the language studied.
 - **Objective 4.5:** Students will write a brief report or give a presentation in the second language on a specific agricultural or aquaculture practice, highlighting its environmental benefits and how it contributes to food security and biodiversity.
-

Key Goals for All Objectives:

- **Comprehension Skills:** Develop students' ability to read, understand, and analyze both literary and non-literary texts about

food production systems, aquaculture, agroforestry, and biodiversity conservation. Students will learn to summarize and synthesize information on how these topics are interconnected with sustainability and global food security.

- **Fluency in Writing:** Encourage students to write clearly and persuasively about sustainable farming and food systems, using appropriate grammar, vocabulary, and punctuation. They will be encouraged to explain the benefits and challenges of agricultural practices while demonstrating an understanding of how these practices contribute to the SDGs.
- **Vocabulary Building:** Expand students' understanding of specialized terminology related to sustainable agriculture, aquaculture, agroforestry, and biodiversity conservation, ensuring they can articulate these concepts clearly in both English and any second language studied.
- **Cultural Awareness:** Increase students' understanding of how different cultures and countries address food production and sustainability, encouraging them to think globally about sustainable food systems and biodiversity protection.
- **Communication Skills:** Strengthen students' speaking and listening abilities, enabling them to confidently express their ideas about sustainable agriculture, food security, and biodiversity conservation while listening to and considering the viewpoints of others.

Water Conservation

(SUS9)

1. English - Language

Content Area: Structure of Language (Grammar, Spelling, Punctuation, and Vocabulary)

- **Objective 1.1:** Students will develop and apply vocabulary related to water conservation, including terms such as sustainable water use, water cycle, drought, water-saving devices, and rainwater harvesting, ensuring correct spelling, grammar, and punctuation in written and spoken work.
- **Objective 1.2:** Students will use appropriate grammar structures (e.g., future tense, modal verbs) to write and speak about actions that can be taken to conserve water and reduce wastage, linking these actions to global water conservation goals.
- **Objective 1.3:** Students will compose clear and coherent sentences and short paragraphs describing the importance of

water conservation, using correct grammar, punctuation, and appropriate vocabulary.

- **Objective 1.4:** Students will apply vocabulary related to water conservation in written texts (e.g., persuasive essays, reports) and oral presentations, using correct spelling and punctuation to effectively communicate their ideas.
-

2. English - Literature

Content Area: Exploring Texts (Stories, Poems, and Plays)

- **Objective 2.1:** Students will read and analyze stories, poems, or plays that address themes of water conservation, environmental sustainability, and the importance of clean water, identifying characters, themes, and settings that reflect the impact of water use on the environment.
 - **Objective 2.2:** Students will examine how characters in literary texts respond to water scarcity and conservation, discussing their actions and the consequences for both the environment and human communities.
 - **Objective 2.3:** Students will explore the theme of water conservation in literature, analyzing how authors use narrative techniques to highlight the importance of preserving water resources and promoting sustainable water practices.
 - **Objective 2.4:** Students will create their own literary works (e.g., short stories or poems) that incorporate themes of water conservation and sustainability, demonstrating creativity while conveying important messages about protecting water resources.
-

3. English - Literacy

Content Area: Reading, Writing, Listening, Speaking, and Viewing

- **Objective 3.1:** Students will engage with nonfiction texts (e.g., articles, reports, and case studies) on water conservation, summarizing key points and identifying how water conservation practices contribute to SDG 6 (Clean Water and Sanitation) and global sustainability goals.
- **Objective 3.2:** Students will write persuasive texts advocating for water-saving practices in homes, schools, or communities, using evidence, examples, and reasoning to support their arguments.
- **Objective 3.3:** Students will participate in group discussions and debates on water conservation, sharing their ideas on how to reduce water waste and protect freshwater ecosystems, while actively listening to others' perspectives.
- **Objective 3.4:** Students will create and present a multimedia project (e.g., video, presentation, or poster) that educates others about water conservation, using clear language, visuals, and data to support their message.

- **Objective 3.5:** Students will engage in critical listening by watching videos or listening to speakers on the topic of water conservation, responding by summarizing key points and discussing proposed solutions for preserving water resources.
-

4. Languages

Content Area: Study of a Second Language (e.g., French, Japanese, Mandarin)

- **Objective 4.1:** Students will learn and apply vocabulary related to water conservation in the second language (e.g., terms like "économie d'eau" in French or "水の節約" in Japanese), practicing pronunciation, grammar, and contextual use of these terms.
 - **Objective 4.2:** Students will explore how the target language culture addresses water conservation, comparing practices from countries that speak the language with those in Australia, discussing different strategies for conserving water.
 - **Objective 4.3:** Students will practice speaking and writing about water conservation strategies in the second language, using appropriate grammar and vocabulary to explain why conserving water is essential for sustainability and human well-being.
 - **Objective 4.4:** Students will read and interpret simple texts in the second language related to water conservation (e.g., articles or environmental reports), summarizing key ideas and discussing how water is conserved in the country of the language studied.
 - **Objective 4.5:** Students will write a brief report or give a presentation in the second language on the importance of water conservation, highlighting both global and local initiatives for saving water.
-

Key Goals for All Objectives:

- **Comprehension Skills:** Develop students' ability to read, understand, and analyze texts about water conservation, including understanding how water scarcity impacts communities, ecosystems, and biodiversity, and how water conservation contributes to SDG 6.
- **Fluency in Writing:** Encourage students to write clearly and persuasively about water conservation, using appropriate grammar, vocabulary, and punctuation to explain why conserving water is critical for the environment and future generations.
- **Vocabulary Building:** Expand students' understanding of specialized vocabulary related to water conservation, sustainability, and global water security, ensuring they can articulate these concepts effectively in both English and any second language studied.
- **Cultural Awareness:** Enhance students' understanding of how different cultures and countries approach water

conservation, helping them see the global relevance of sustainable water practices and the importance of water access for all.

- **Communication Skills:** Strengthen students' speaking and listening abilities, enabling them to confidently discuss water conservation, share ideas in group settings, and communicate their views through writing, presentations, and multimedia projects.

Sustainable Transport and Urban Planning

(SUS10)

1. English - Language

Content Area: Structure of Language (Grammar, Spelling, Punctuation, and Vocabulary)

- **Objective 1.1:** Students will learn and apply vocabulary related to sustainable transport and urban planning, such as sustainable cities, public transport, cycling, pedestrian infrastructure, green spaces, carbon emissions, and urban resilience, ensuring correct spelling, grammar, and punctuation in both written and spoken work.
- **Objective 1.2:** Students will use appropriate grammar structures (e.g., passive voice, conditional sentences) to describe the importance of sustainable transport systems and eco-friendly urban planning practices, explaining how they contribute to SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).
- **Objective 1.3:** Students will compose well-structured sentences and paragraphs that describe sustainable urban planning initiatives, using correct grammar, punctuation, and appropriate vocabulary to highlight their benefits to both society and the environment.
- **Objective 1.4:** Students will incorporate technical vocabulary related to sustainable transport (e.g., low-emission zones, green transport networks) and urban planning into written and oral reports, ensuring clarity and accuracy in communication.

2. English - Literature

Content Area: Exploring Texts (Stories, Poems, and Plays)

- **Objective 2.1:** Students will read and analyze stories, poems, or plays that explore themes of sustainable transport, urban planning, and environmental protection, identifying characters, themes, and settings that reflect the challenges and solutions to creating sustainable cities.
 - **Objective 2.2:** Students will examine how characters in literary texts interact with their urban environment and transportation systems, discussing the effects of their actions on the community and the environment.
 - **Objective 2.3:** Students will explore themes of sustainability, urbanization, and climate action in literature, analyzing how authors communicate the importance of eco-friendly transport solutions and green urban spaces.
 - **Objective 2.4:** Students will create their own literary works (e.g., short stories or poems) that incorporate themes of sustainable cities and transport, demonstrating creativity while conveying important messages about reducing emissions and creating more livable urban environments.
-

3. English - Literacy

Content Area: Reading, Writing, Listening, Speaking, and Viewing

- **Objective 3.1:** Students will engage with nonfiction texts (e.g., articles, reports, and case studies) on sustainable transport systems and urban planning, summarizing key points and identifying how these systems contribute to SDG 11 and the reduction of carbon footprints.
- **Objective 3.2:** Students will write informative and persuasive texts about sustainable transport options (e.g., cycling, walking, electric vehicles) and urban planning practices (e.g., green spaces, public transit) using facts, examples, and reasoning to support their arguments.
- **Objective 3.3:** Students will participate in group discussions and debates about sustainable urban development, sharing their ideas on how cities can be transformed to reduce traffic congestion, emissions, and environmental impact, while fostering livability for all citizens.
- **Objective 3.4:** Students will create and present a multimedia project (e.g., video, poster, or infographic) that highlights sustainable transport systems and urban planning solutions, demonstrating effective communication skills and using visuals to engage their audience.
- **Objective 3.5:** Students will engage in critical listening by watching videos or listening to speakers on the topic of urban sustainability and transport, then responding by summarizing key points and discussing proposed solutions for creating

sustainable cities.

4. Languages

Content Area: Study of a Second Language (e.g., French, Japanese, Mandarin)

- **Objective 4.1:** Students will learn and apply vocabulary related to sustainable transport and urban planning in the second language (e.g., terms like "transports durables" in French or "持続可能な交通" in Japanese), practicing pronunciation, grammar, and contextual use of these terms.
 - **Objective 4.2:** Students will explore how the target language culture addresses urban sustainability and transport, comparing practices from countries that speak the language with those in Australia, and discussing different approaches to creating green cities.
 - **Objective 4.3:** Students will practice speaking and writing about the importance of sustainable transport and urban planning in the second language, using appropriate grammar and vocabulary to explain the environmental and social benefits of these practices.
 - **Objective 4.4:** Students will read and interpret simple texts in the second language related to sustainable cities and transport (e.g., articles or environmental reports), summarizing key ideas and discussing how the target language community addresses these global challenges.
 - **Objective 4.5:** Students will write a brief report or give a presentation in the second language on the importance of sustainable transport and urban planning, highlighting strategies for reducing environmental impact while promoting green, livable cities.
-

Key Goals for All Objectives:

- **Comprehension Skills:** Develop students' ability to read, understand, and analyze both literary and non-literary texts on sustainable transport, urban planning, and environmental issues. Students will learn to summarize and synthesize information on how these systems contribute to sustainability and the achievement of SDGs.
- **Fluency in Writing:** Encourage students to write clearly and persuasively about sustainable urban transport and planning, using appropriate grammar, vocabulary, and punctuation. They will be encouraged to explain the benefits of these systems in terms of environmental, social, and economic sustainability.
- **Vocabulary Building:** Expand students' understanding of specialized terminology related to sustainable transport, urban planning, and green infrastructure, ensuring they can articulate these concepts clearly in both English and any second

language studied.

- **Cultural Awareness:** Enhance students' understanding of how different cultures and countries approach urban sustainability, fostering a global perspective on creating livable, low-carbon cities that contribute to SDG 11 and other climate goals.
- **Communication Skills:** Strengthen students' speaking and listening abilities, enabling them to confidently discuss sustainable transport and urban planning solutions, share ideas in group settings, and communicate their views through writing, presentations, and multimedia projects.

Citizenship / Global Responsibility and Sustainable Development (SUS11)

1. English - Language

Content Area: Structure of Language (Grammar, Spelling, Punctuation, and Vocabulary)

- **Objective 1.1:** Students will learn and apply vocabulary related to global responsibility, including terms such as sustainable development, human rights, biodiversity conservation, climate change, and global citizenship, ensuring correct spelling, grammar, and punctuation in written and spoken work.
- **Objective 1.2:** Students will use appropriate grammar structures (e.g., present perfect, conditional sentences) to express opinions, suggest actions, and describe responsibilities associated with global citizenship and sustainable development.
- **Objective 1.3:** Students will compose well-structured sentences and paragraphs that describe their roles as global citizens, using correct grammar, punctuation, and vocabulary to convey their understanding of the SDGs and their importance for a sustainable future.
- **Objective 1.4:** Students will integrate new vocabulary related to global responsibility and sustainability into written and oral reports, demonstrating clarity, coherence, and accuracy in communication.

2. English - Literature

Content Area: Exploring Texts (Stories, Poems, and Plays)

- **Objective 2.1:** Students will read and analyze stories, poems, or plays that explore themes of global responsibility, human rights, and sustainability, identifying characters, themes, and settings that reflect the importance of these issues in society.
 - **Objective 2.2:** Students will explore how characters in literary texts demonstrate global responsibility, discussing how their actions impact their communities and the world, and analyzing how authors use narrative techniques to highlight issues like poverty, inequality, and climate change.
 - **Objective 2.3:** Students will examine the role of citizens in literature, discussing how characters contribute to social and environmental well-being, and considering the implications of their actions in relation to the SDGs and the UNCRC.
 - **Objective 2.4:** Students will create their own literary works (e.g., short stories or poems) that incorporate themes of global responsibility, sustainable development, and environmental protection, conveying these concepts creatively while addressing global challenges.
-

3. English - Literacy

Content Area: Reading, Writing, Listening, Speaking, and Viewing

- **Objective 3.1:** Students will engage with nonfiction texts (e.g., articles, reports, and case studies) on global issues such as climate change, poverty, and human rights, summarizing key points and identifying how these issues are linked to the SDGs and UNCRC.
 - **Objective 3.2:** Students will write persuasive texts advocating for actions that promote global responsibility, such as reducing carbon emissions, supporting social justice, or protecting biodiversity, using evidence, examples, and reasoning to support their arguments.
 - **Objective 3.3:** Students will participate in group discussions and debates on topics related to global goals, such as education for all, gender equality, or clean water access, using effective listening and speaking skills to share and listen to diverse viewpoints.
 - **Objective 3.4:** Students will create and present a multimedia project (e.g., video, infographic, or PowerPoint presentation) that educates others about global responsibility and the SDGs, demonstrating their understanding of these concepts and how individuals can contribute to achieving these goals.
 - **Objective 3.5:** Students will engage in critical listening by watching videos or listening to speakers on global issues, summarizing key points, and responding thoughtfully to the information presented, proposing ways to take collective action for a sustainable future.
-

4. Languages

Content Area: Study of a Second Language (e.g., French, Japanese, Mandarin)

- **Objective 4.1:** Students will learn and apply vocabulary related to global responsibility and sustainable development in the second language (e.g., terms like "citoyenneté mondiale" in French or "地球市民" in Japanese), practicing pronunciation, grammar, and contextual use of these terms.
 - **Objective 4.2:** Students will explore how the target language culture approaches global issues such as sustainability, social justice, and human rights, comparing practices from countries that speak the language with those in Australia, and discussing their roles as global citizens.
 - **Objective 4.3:** Students will practice speaking and writing about global responsibility in the second language, using appropriate grammar and vocabulary to explain how individuals and communities can contribute to the SDGs and global well-being.
 - **Objective 4.4:** Students will read and interpret simple texts in the second language related to global responsibility (e.g., articles or environmental reports), summarizing key ideas and discussing how the target language community addresses these global challenges.
 - **Objective 4.5:** Students will write a brief report or give a presentation in the second language on the role of global citizens in achieving sustainable development, highlighting how cultural values in the language studied contribute to these goals.
-

Key Goals for All Objectives:

- **Comprehension Skills:** Develop students' ability to read, understand, and analyze texts on global responsibility, sustainability, and human rights, including how these issues relate to the SDGs, the UNCRC, and biodiversity targets.
- **Fluency in Writing:** Encourage students to write clearly and persuasively about their role as global citizens, using appropriate grammar, vocabulary, and punctuation to communicate ideas about how to contribute to a more sustainable and just world.
- **Vocabulary Building:** Expand students' understanding of specialized terminology related to global goals, sustainability, human rights, and biodiversity conservation, ensuring they can articulate these concepts clearly in both English and any second language studied.
- **Cultural Awareness:** Enhance students' understanding of how different cultures view and respond to global issues, helping them appreciate the global nature of challenges like poverty, climate change, and inequality, and fostering a sense of global responsibility.
- **Communication Skills:** Strengthen students' speaking, listening, reading, and writing abilities, enabling them to confidently

express their views on global responsibility and sustainability, while actively engaging in discussions and debates about how to achieve the SDGs and protect the planet for future generations.

Outdoor Learning and Connection to Nature (SUS12)

1. English - Language

Content Area: Structure of Language (Grammar, Spelling, Punctuation, and Vocabulary)

- **Objective 1.1:** Students will learn and apply vocabulary related to outdoor learning, nature, and the environment, including terms such as biodiversity, ecosystem, conservation, habitat, sustainable practices, and climate change, ensuring correct spelling, grammar, and punctuation in both written and spoken work.
- **Objective 1.2:** Students will use appropriate grammar structures (e.g., imperative mood, future tense) to give instructions for outdoor activities, describe processes in nature, and explain the importance of environmental protection and sustainability.
- **Objective 1.3:** Students will compose well-structured sentences and short paragraphs to explain how outdoor learning experiences can deepen their understanding of biodiversity, ecosystems, and environmental sustainability, using correct grammar, punctuation, and appropriate vocabulary.
- **Objective 1.4:** Students will incorporate new vocabulary from outdoor learning and sustainability into their written reports and oral presentations, demonstrating clarity and accuracy in communication about nature and conservation.

2. English - Literature

Content Area: Exploring Texts (Stories, Poems, and Plays)

- **Objective 2.1:** Students will read and analyze stories, poems, or plays that explore themes of nature, outdoor experiences, and environmental stewardship, identifying characters, themes, and settings that reflect human interaction with the

natural world.

- **Objective 2.2:** Students will examine how characters in literary texts engage with their environment, discussing how their actions contribute to or harm biodiversity and ecosystems, and analyzing the lessons these texts convey about environmental responsibility.
 - **Objective 2.3:** Students will explore the theme of interconnectedness in literature, analyzing how the balance of nature is depicted and how this connects to real-world issues such as biodiversity loss and climate change.
 - **Objective 2.4:** Students will create their own literary works (e.g., short stories or poems) that incorporate themes of outdoor exploration, nature conservation, and sustainability, using creative language to raise awareness about environmental issues.
-

3. English - Literacy

Content Area: Reading, Writing, Listening, Speaking, and Viewing

- **Objective 3.1:** Students will engage with nonfiction texts (e.g., field guides, environmental reports, nature documentaries) on outdoor topics, summarizing key points and identifying the ways human actions impact the environment, linking these ideas to SDG 15 (Life on Land) and SDG 13 (Climate Action).
 - **Objective 3.2:** Students will write reflective journals or nature reports based on outdoor learning activities, describing their observations of the natural world, the importance of biodiversity, and the connections between living organisms and their environments.
 - **Objective 3.3:** Students will participate in group discussions and debates on topics related to outdoor conservation, sustainability, and the protection of biodiversity, using effective listening and speaking skills to share their ideas and consider the viewpoints of others.
 - **Objective 3.4:** Students will create and present a multimedia project (e.g., video, presentation, or visual display) based on their outdoor learning experiences, demonstrating their understanding of the interdependence of living organisms and their responsibility in protecting ecosystems.
 - **Objective 3.5:** Students will engage in critical listening by watching videos or listening to speakers about environmental issues during outdoor excursions, then respond by summarizing key points and discussing proposed actions for conserving biodiversity.
-

4. Languages

Content Area: Study of a Second Language (e.g., French, Japanese, Mandarin)

- **Objective 4.1:** Students will learn and apply vocabulary related to the environment and outdoor activities in the second language (e.g., terms like "nature," "biodiversité" in French or "自然" in Japanese), practicing pronunciation, grammar, and contextual use.
- **Objective 4.2:** Students will explore the cultural perspectives on nature and outdoor learning in countries where the target language is spoken, comparing these practices with Australian approaches to environmental education and conservation.
- **Objective 4.3:** Students will practice discussing the importance of outdoor learning experiences and nature conservation in the second language, using appropriate grammar and vocabulary to explain how outdoor education contributes to understanding biodiversity and sustainability.
- **Objective 4.4:** Students will read simple texts in the second language related to nature, ecosystems, and environmental conservation (e.g., brochures, environmental articles), summarizing key ideas and discussing how outdoor learning is integrated into these cultures.
- **Objective 4.5:** Students will write a brief report or give a presentation in the second language on an outdoor learning activity, highlighting its connection to nature conservation and sustainability, and how these practices align with global environmental goals.

Key Goals for All Objectives:

- **Comprehension Skills:** Develop students' ability to read, understand, and analyze texts about nature, outdoor activities, biodiversity, and sustainability, extracting key ideas and summarizing information about how human actions affect the environment.
- **Fluency in Writing:** Encourage students to write clearly and reflectively about their outdoor learning experiences, using appropriate grammar, vocabulary, and punctuation to express their observations and understandings of environmental issues.
- **Vocabulary Building:** Expand students' understanding of specialized vocabulary related to outdoor learning, environmental education, biodiversity, and conservation, ensuring they can effectively communicate these concepts in both English and any second language studied.
- **Cultural Awareness:** Enhance students' understanding of how different cultures view and engage with nature, fostering a global perspective on outdoor education and environmental responsibility.
- **Communication Skills:** Strengthen students' speaking, listening, reading, and writing abilities, enabling them to confidently discuss outdoor learning experiences, share observations, and communicate ideas about sustainability and biodiversity.

conservation.