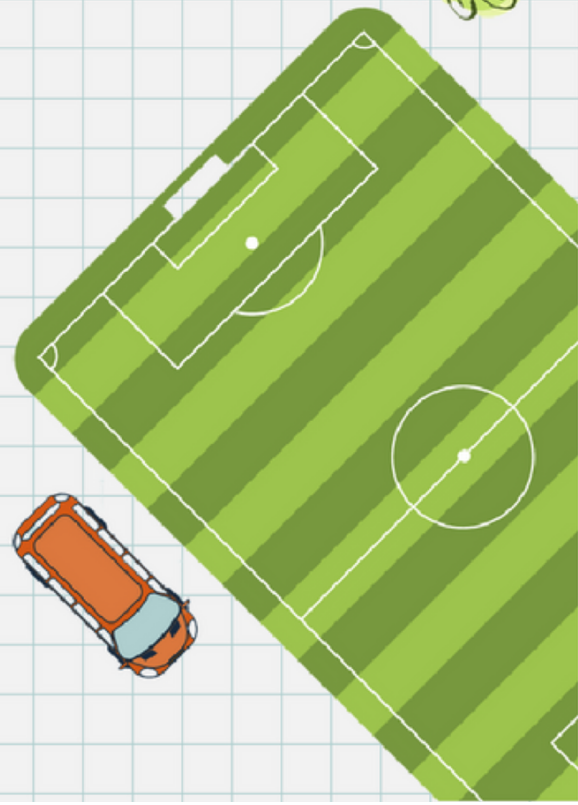


MAP MY SCHOOL

**CURRICULUM MAPPING
YEARS 7–8**





All units of work designed and created by She Maps are linked to the Australian Curriculum across multiple learning areas both inside and outside the STEM-identified subjects.

By using these programs you help to equip your students with the necessary STEM skills and knowledge that will enable them to engage with the careers of the future.

Working in collaboration with schools we set out to achieve the five strategies of action outlined in the [Australian STEM education strategy](#).

This includes:

1. Increasing student STEM ability, engagement, participation, and aspiration
2. Increasing teacher capability and STEM teaching quality
3. Supporting STEM education opportunities within school systems
4. Facilitating effective partnerships with tertiary education providers, business and industry
5. Building a strong evidence base.





Map My School

Students will be calculating the amount of shade on your school campus using online digital tools and basic geographic inquiry skills.

In this unit, students will be required to locate, collect and validate data from a range of sources, manipulate and interpret data to draw conclusions and present their findings and arguments using data and information to share their view in digital forms, including maps that conform to cartographic conventions to support decisions. Students will communicate their ideas in oral, visual and written forms using simple discipline-specific terms. Students will:

1. Use a freely available online mapping system, with satellite data, and basic image interpretation to create a map of the school
2. Determine the percentage of shade on your school grounds compared to other features
3. Gain confidence in using spatial data to extract information relating to environmental challenges
4. Present their findings in a multimodal presentation, drawing conclusions to answer the question, 'where could more trees be planted on the school grounds?'



YEARS 7 – 8

7-8 DIGITAL TECHNOLOGIES ACHIEVEMENT STANDARD

By the end of Year 8 students develop and modify creative digital solutions, decompose real-world problems, and evaluate alternative solutions against user stories and design criteria. Students acquire, interpret and model data with spreadsheets and represent data with integers and binary. They design and trace algorithms and implement them in a general-purpose programming language. Students select appropriate hardware for particular tasks, explain how data is transmitted and secured in networks, and identify cyber security threats. **They select and use a range of digital tools efficiently and responsibly to create, locate and share content; and to plan, collaborate on and manage projects.** Students manage their digital footprint.

CONTENT DESCRIPTIONS		YEAR 7 & 8
Digital Technologies – Process and Production Skills	acquire, store and validate data from a range of sources using software, including spreadsheets and databases	AC9TDI8P01
	analyse and visualise data using a range of software, including spreadsheets and databases, to draw conclusions and make predictions by identifying trends	AC9TDI8P02
	define and decompose real-world problems with design criteria and by creating user stories	AC9TDI8P04
	select and use a range of digital tools efficiently, including unfamiliar features, to create, locate and communicate content, consistently applying common conventions	AC9TDI8P11
	select and use a range of digital tools efficiently and responsibly to share content online, and plan and manage individual and collaborative agile projects	AC9TDI8P12



7-8 DESIGN AND TECHNOLOGIES ACHIEVEMENT STANDARD

By the end of Year 8 students explain how people design, innovate and produce products, services and environments for preferred futures. For each of the 4 prescribed technologies contexts they **explain how the features of technologies impact on design decisions, and create designed solutions based on analysis of needs or opportunities***. **Students create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability***. **They communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools***. **They independently and collaboratively document and manage production processes to safely produce designed solutions***.

*optional - if interactive path taken

CONTENT DESCRIPTIONS		YEAR 7 & 8
Design and Technologies – Knowledge and Understanding	*analyse how characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions	AC9TDE8K06
Design and Technologies – Process and Production Skills	*analyse needs or opportunities for designing, and investigate and select materials, components, tools, equipment and processes to create designed solutions	AC9TDE8P01
	*generate, test, iterate and communicate design ideas, processes and solutions using technical terms and graphical representation techniques, including using digital tools	AC9TDE8P02
	*develop design criteria collaboratively including sustainability to evaluate design ideas, processes and solutions	AC9TDE8P04
	*develop project plans to individually and collaboratively manage time, cost and production of designed solutions	AC9TDE8P05



YEAR 7 GEOGRAPHY ACHIEVEMENT STANDARD

By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. **They describe the importance of environments to people.** They describe the features of a distribution. **They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments.** Students describe a response or strategy to address a geographical phenomenon or challenge.

Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. **They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.**

YEAR 8 GEOGRAPHY ACHIEVEMENT STANDARD

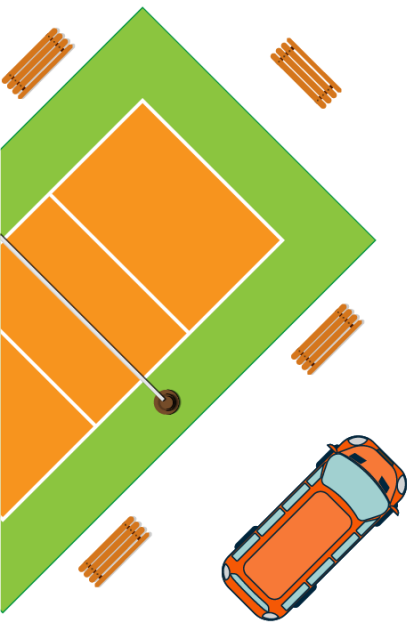
By the end of Year 8, students explain how the interactions of people and environmental processes impact on the characteristics of places. They explain how the characteristics of places are perceived and valued differently by people. They describe the effects of human activity or hazards on environments. They explain the features of a distribution and identify implications. **They explain the interconnections between people and places and environments.** They explain how these interconnections change places or environments. **Students explain responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors.**

Students develop relevant questions about a geographical phenomenon or challenge. They collect, organise and represent relevant and reliable data and information using primary research methods and secondary research materials. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw reasoned conclusions about the impact of the geographical phenomenon or challenge. They decide on appropriate strategies for action and explain potential impacts. Students use geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses.



CONTENT DESCRIPTIONS		YEAR 7	YEAR 8
Geography – Knowledge and Understanding	factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental quality	AC9HG7K05	
	strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on studies such as those from Australia or Europe	AC9HG7K08	
	the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes		AC9HG8K04
	strategies to manage the sustainability of Australia's changing urban places		AC9HG8K09
Geography – Inquiry and Skills	develop questions for a geographical inquiry related to a phenomenon or challenge	AC9HG7S01	AC9HG8S01
	collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate	AC9HG7S02	AC9HG8S02
	interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships	AC9HG7S03	AC9HG8S03
	draw conclusions based on the analysis of the data and information	AC9HG7S04	AC9HG8S04
	identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts	AC9HG7S05	AC9HG8S05
	create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources	AC9HG7S06	AC9HG8S06





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WHAT DO YOU NEED?

We're always looking for recommendations for topics or themes for drone and geospatial teaching resources. If you've got something in mind, then please email

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