

Cross-curriculum priorities in WordFlyers



Many of the units on the WordFlyers website address the Australian Curriculum's cross-curriculum priorities. This makes it easy for you to integrate the priorities into your lesson planning.



Units that address the cross-curriculum priorities

Aboriginal and Torres Strait Islander histories and cultures

- **7.2.6** Not just bones at Lake Mungo (*Indigenous Australian heritage at Lake Mungo*)
- **7.3.2** The colour of our town (*growing up Indigenous in remote Australia*)
- **7.3.7** Hand back the skulls of our ancestors! (*arguments for returning ancestral remains*)
- **8.2.4** Keeping the 'old ways' alive (*modern Indigenous Australian dance*)
- **8.3.2** Who lives, how long? (*Indigenous Australian and non-Indigenous Australian health and life expectancy*)
- **10.2.7** More circle sentencing, please (*the benefits of circle sentencing*)

Asia and Australia's engagement with Asia

- **7.0.3** Manga with Matt: The female face (*how to draw a face in the manga style*)
- **7.1.1** Memories in a suitcase (*memories of a refugee*)
- **7.3.3** How to create your own mehndi (*traditional Indian body painting*)
- **8.0.4** Net yourself some netsuke (*collecting Japanese netsuke carvings*)
- **8.1.4** Toyotomi Hideyoshi: an unlikely but powerful ruler (*16th century Japanese ruler*)
- **8.2.5** Angkor Wat: where religion and architecture become one (*cultural significance of this ancient monument*)
- **9.1.5** Walking in their footsteps (*Afghan cameleers in Australia*)
- **9.1.6** The 'new' slaves of a global economy (*exploitation of migrant workers*)
- **9.2.1** My grandmother's jade bracelet (*Asian family history*)
- **9.2.3** Why aren't our kids learning Chinese? (*learning an Asian language in school*)
- **9.2.6** Bride prices: age-old and modern practices (*marriage traditions in Asia and the Pacific Islands*)
- **9.3.2** The making of a disaster: Fukushima (*nuclear power plant disaster*)
- **10.1.6** Beatles to Bollywood (*Asian influences in global popular culture*)
- **10.2.6** Gap-year options that make a difference (*spending a gap year overseas in service*)
- **10.3.3** J-pop's rise to the top (*rise of Japanese pop music*)

Sustainability

- **7.0.8** Animals aren't entertainers! (*issues to do with using animals for entertainment*)
- **7.1.2** Wind energy – what's your take? (*arguments for and against wind energy production*)
- **7.2.3** No ecotourism in the Asmat Swamp (*tourism versus conservation issues*)
- **8.0.9** Say no to urban sprawl (*the dangers of urban sprawl*)
- **8.2.7** The coal seam gas debate (*issues to do with coal seam gas mining*)
- **8.2.8** Save the Southern Corroboree Frog (*fighting for funding to save a native species*)
- **9.0.7** Let's get our own hands dirty (*recycling responsibilities*)
- **9.3.3** Mangroves or boardwalks at Potters Point? (*conservation and development issues*)
- **10.0.9** Ecotourism: Avoid guilt trips (*ecotourism issues*)
- **10.1.2** Whose planet is it, anyway? (*issues to do with climate change*)
- **10.1.5** A strawberry with a fish gene? (*genetically modified food*)
- **10.3.4** Water for the future (*managing water resources sustainably*)