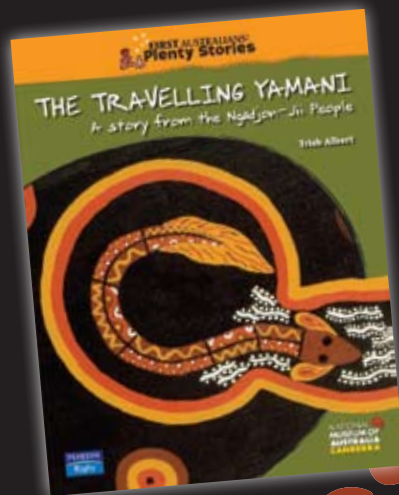


# Correlation to Queensland Essential Learnings

Book Title	Queensland Essential Learnings
<p><b>Our Places</b> <i>Discovering Aboriginal Australia</i></p>	<p><b>By the end of Year 5</b>                      SOSE – Culture and Identity – indicator (c)                      SOSE – Time, Continuity and Change – indicator (c)                      SOSE – Place and Space – indicators – (a) (b) and (c)                      SCIENCE – Earth and Beyond – indicator (b)                      SCIENCE – Life and Living – indicator (d)</p> <p><b>By the end of Year 7</b>                      SOSE– Culture and Identity – indicators (c) (d) and (e)                      SOSE – Place and Space – indicators (a) and (c)                      SCIENCE – Earth and Beyond – indicator (b)</p>
<p><i>The Travelling Yamani</i> <i>A Story from the Ngadjon-Jii People</i></p>	<p><b>By the end of Year 5</b>                      SOSE – Culture and Identity - indicator (c)                      SOSE – Time, Continuity and Change – indicators (b) and (c)                      SCIENCE – Life and Living – indicator (d)</p> <p><b>By the end of Year 7</b>                      SOSE – Culture and Identity – indicator (c) (d) and (e)                      SOSE – Time, Continuity and Change – indicator (c)                      SOSE – Place and Space – indicator (c) and (e)</p>
<p><i>Kaisiana’s Journey to Torres Strait</i></p>	<p><b>By the end of Year 5</b>                      SOSE – Culture and Identity - indicators (a) and (c)                      SOSE – Time, Continuity and Change – indicator (b)</p> <p><b>By the end of Year 7</b>                      SOSE – Culture and Identity – indicators (c) (d) and (e)                      SOSE – Time, Continuity and Change – indicators ((a) and (c)</p>



# Correlation to Queensland Essential Learnings

Book Title	Queensland Essential Learnings
<p><b>Our Cultures</b> <i>Keeping Strong through Art</i></p>	<p><b>By the end of Year 5</b>            SOSE – Culture and Identity – indicators (a) and (c)            SOSE – Time, Continuity and Change – indicators (b) and (c)            THE ARTS – Visual Art – indicators – (a) (b) (c) and (d)            THE ARTS – Media – indicator (b)            THE ARTS – Drama – indicator (c)</p> <p><b>By the end of Year 7</b>            SOSE – Culture and Identity – indicators (c) (d) and (e)            SOSE – Time, Continuity and Change – indicators (a) and (c)            THE ARTS – Visual Art – indicators (a) and (b)            THE ARTS – Media – indicator (c)            THE ARTS – Drama – (c)</p>
<p><i>Keeping Language Alive</i></p>	<p><b>By the end of Year 5</b>            SOSE – Culture and Identity – indicator (c)            SOSE – Time, Continuity and Change – indicator (b)            THE ARTS – Media – (a) (b) and (c)</p> <p><b>By the end of Year 7</b>            SOSE – Culture and Identity – indicators (c) (d) and (e)            SOSE – Time, Continuity and Change – indicator (c)            THE ARTS – Media – (c)</p>
<p><i>Celebrating Survival Day</i></p>	<p><b>By the end of Year 5</b>            SOSE – Culture and Identity – indicators (a) (b) and (c)            SOSE – Time, Continuity and Change – indicators (a) (b) and (c)            THE ARTS – Music – indicators (a) (d) and (e)            THE ARTS – Dance – indicator (a) and (b)</p> <p><b>By the end of Year 7</b>            SOSE – Culture and Identity – indicators (a) (b) (c) (d) and (e)            SOSE – Time, Continuity and Change – indicators (a) and (c)            SOSE – Place and Space – indicator (a)            THE ARTS – Music – indicator (d)            THE ARTS – Dance – indicator (a)</p>



# Correlation to Queensland Essential Learnings

Book Title	Queensland Essential Learnings
<p><b>Our Voices</b> <i>Fighting for Rights</i></p>	<p><b>By the end of Year 5</b> SOSE – Culture and Identity – indicators (a) (b) and (c) SOSE – Time, Continuity and Change- indicators (a) (b) and (c) SOSE – Political and Economic Systems – indicator (a) (b) and (c)</p> <p><b>By the end of Year 7</b> SOSE – Culture and Identity – indicators (b) (c) (d) and (e) SOSE – Time, Continuity and Change – indicators (a) and (c) SOSE – Political and Economic Systems – indicators (a) and (d)</p>
<p><i>Special Objects</i></p>	<p><b>By the end of Year 5</b> SOSE – Culture and Identity – indicators (a) (b) and (c) SOSE – Time, Continuity and Change – indicators (a) (b) and (c) SOSE – Place and Space – indicator (f) TECHNOLOGY – Technology as a human endeavour TECHNOLOGY – Information, materials and systems</p> <p><b>By the end of Year 7</b> SOSE – Culture and Identity – indicators (a) (b) (c) (d) and (e) SOSE – Time, Continuity and Change – indicators (a) and (c) TECHNOLOGY – Technology as a human endeavour TECHNOLOGY – Information, materials and systems</p>
<p><i>Indigenous Sporting Greats</i> (Non-fiction Topic Book)</p>	<p><b>By the end of Year 5</b> SOSE – Culture and Identity – indicators (a) (b) and (c) SOSE – Time, Continuity and Change – indicators (b) and (c) SOSE – Political and Economic Systems – indicator (c) HPE – Personal Development – indicators (a) (b) and (c)</p> <p><b>By the end of Year 7</b> SOSE – Culture and Identity – indicators (a) (b) and (c) SOSE – Time, Continuity and Change – indicators (b) and (c) SOSE – Political and Economic Systems – indicator (c) HPE – Personal Development – indicators (a) (b) and (c)</p>

