

Victorian Essential Learning Standards (Level 3)

Discipline Based Learning	Interdisciplinary Learning
<p>Humanities: Apply concepts of time, continuity and change through a study of the history and traditions of Indigenous Australians. Make simple comparisons between environments: natural features, climate, land use and types of human activities. Use a range of historical evidence to retell events and describe historical characters.</p> <p>English: Listen, read and write with some critical awareness using a variety of text types; Speaking and listening in a small range of contexts, purposes and audiences; Listening attentively.</p> <p>The Arts: Exploring arts processes and ways to communicate concepts arising from personal experiences and from the wider world. Eg: <i>Visual Arts:</i> exploring line, colour and various mediums to interpret traditional indigenous art forms <i>Drama:</i> Role play and communicating without words to create a tableau. <i>Media:</i> plan, record and edit an interview with someone of interest (or curiosity) to them, then present their work and discuss ideas about it in class.</p> <p>Science: Identify and describe the natural, physical and biological conditions and human influences in the environment, which affect the survival of living things.</p> <p>Mathematics: Exploring concepts of Space (Mapping); Measurement; Structure (Sets, Categorisation)</p>	
<p>Physical, Personal & Social Learning</p>	<ul style="list-style-type: none"> ▪ Communication ▪ Information
<p>Interpersonal Development: Students are supported to develop relationships based on respect and the valuing of individual differences; such as speaking, listening and responding appropriately and encouraging others' contributions; They develop skills in giving and accepting constructive feedback; In teams, students work towards goals within set timeframes; Develop awareness of team roles and responsibilities, and interact with others accordingly; Begin to be aware that different points of view may be valid. Using provided criteria, they reflect on the effectiveness of the teams in which they participate.</p> <p>Civics & citizenship: Students build on their understanding of Australian society by exploring and investigating cultural groups, including Aboriginal and Torres Strait Islander (ATSI) communities, that make up the Australian community; Learn about the contributions that people from diverse groups have made to many aspects of the Australian way of life including the arts, industry, medicine and science, as well as to other aspects of their life including food, festivals and sporting events. Students explore symbols and celebrations of Australia's and Victoria's past and present; for example, the Australian national flag, the ATSI flags. Students consider what they value about Australia.</p> <p>Personal Learning: Students at level 3 begin to recognise strategies for learning which help them learn most effectively; Reflect on their past learning to inform their future learning, and begin to set learning improvement goals; Students use strategies to their learning and seek feedback; By reflecting, they begin to understand persistence and effort; Develop strategies for managing their own learning, and identify the need for resource and time management in completing short tasks. They begin to use various tools, such as personal diaries and portfolios, to help reflect on the effectiveness of the strategies they use in learning and in recording and commenting on task outcomes.</p>	<ul style="list-style-type: none"> Communication Technology (ICT) ▪ Thinking Processes ▪ Design, Creativity & Technology (DCT)
<p>Cross Curricular Perspectives</p>	
<p>Indigenous Perspectives in VELs: Students examine stories, artefacts and other evidence from the past and present to learn about Australian society and its origins. They examine the histories of the cultural groups represented in their classroom, community and nation. Students build on their understanding of Australian society and investigate some of the different cultural groups, including Aboriginal and Torres Strait Islander communities that make up the Australian community. They learn about the contributions that people from diverse groups have made to many aspects of the Australian way of life. This includes contributions to the arts, industry, medicine and science, as well as to other aspects of their life including food, festivals and sporting events. They explore symbols and celebrations of Australia's and Victoria's past and present; [including] for example, the Indigenous flag.</p>	

