**Term 1, 2014 Unit**

**Communities**

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**Through lines:**
- We have our own values and changing view of the world, yet we share common needs.
- The choices that we make affect ourselves and others.
- Past events influence the way communities live and the decisions they make about the present, and the future of their community.
- People use and value the environments in different ways.
- Each person is unique and there are many things that shape our identity as we change and grow.
- We become increasingly resilient when we actively and positively manage ourselves and our responsibilities.

<table>
<thead>
<tr>
<th>Understandings:</th>
<th>Focus Question:</th>
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<tr>
<td>All living things are connected. A community is made up of people with different strengths and we all have things to improve.</td>
<td>What am I good at? What can I get better at?</td>
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<td>Our actions impact on the environment and our community.</td>
<td>What positive contributions can we make to our community and the wider world?</td>
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<tr>
<td>We can make positive contribution to our environment and community.</td>
<td>What are our wants and needs?</td>
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<tr>
<td>We are all valuable members of our learning community.</td>
<td>How can we as a community balance everyone’s wants and needs?</td>
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<tr>
<td>We all have rights and responsibilities at school.</td>
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**AusVels- Levels 3 & 4**

**Students will be focussing on these disciplinary and interdisciplinary areas including links to Mathematics, Literacy.**

**Humanities**

Students learn to distinguish between basic needs and wants (for example, food, clothing, shelter, and affection), saving and spending, buyers (consumers) and sellers (producers), and goods and services. They develop an understanding of the role of money and identify ways to save; for example, using a savings account, and begin to understand the importance of budgeting. They examine and compare different types of work and specific jobs.

**Civics and Citizenships**

Students explore how and why people make decisions and identify places where people come together to discuss issues and make decisions. They know that voting is a key method for group decision making in a democracy. Students learn about the purpose of government and some familiar services provided by government, particularly at the local level such as pre-schools, libraries, recreational facilities and waste and recycling collections. They look at the roles of some leaders and representatives.

Students learn about the different types of groups in the community and their functions; for example, school groups and local volunteer groups such as charitable and environmental organisations. From their research, they develop knowledge about their community and environment, and a sense that individuals’ contributions can care for and improve the environment, their own lives and the lives of others.

They explore the differences between rules and laws, why we have them, what role they serve, and how they can be changed. They contribute to the development and support of classroom rules. They develop an understanding of the qualities of good laws, the importance of laws applying equally to everyone in a democracy, and the ways that laws are made.

Students engage in democratic processes to plan and carry out activities and events at the school or in the local community. They participate in community, school- and/or home-based projects designed to protect and care for the natural and built environment and promote the sustainable management of resources that they use; for example, by reducing, reusing and recycling paper and plastics, reducing use of fossil fuel by walking or cycling to school, reducing water consumption, and contributing to community events.

**Interpersonal**

As students work towards the achievement of Level 4 standards in Interpersonal Development, they interact with their peers, older and younger students, and adults in both informal and formal contexts. They develop their skills and strategies for getting to know and understand others within increasingly complex situations. With teacher support, they identify different types of friendships and relationships. They discuss the expectations they have of friendship and relationship groups and acknowledge the expectations that others have of them. They recognise that relationships change and that positive relationships do not depend on always agreeing with one another.

Students are encouraged to think about their values and how these affect their feelings and behaviour. They are supported to develop relationships based on respect and the valuing of individual differences; for example, speaking respectfully about others, listening and responding appropriately and encouraging others’ contributions. They learn to respect other students’ belongings and, when appropriate, to share their own.

Students begin to explore the link between their feelings and their behaviour. They learn about empathy and use this to begin to respond to the needs of others. Using prompts and questions, they develop skills in giving and accepting constructive feedback; for example, praising or making suggestions for improvement.

Students are introduced to a variety of strategies for dealing with conflict and bullying. By articulating the conflict to be resolved, they discuss options and outcomes and work with others to develop plans and procedures to reduce the possibility of conflict, avoid or resolve conflict.
In teams, students work towards the achievement of agreed goals within a set timeframe. With teacher assistance, they develop awareness of their role in the team and responsibilities in various situations, and interact with others accordingly. Students 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.

**Thinking Processes**

As students work towards the achievement of Level 4 standards in Thinking Processes, they explore aspects of their natural, constructed and social world, wondering and developing questions about it. They use a range of sources of information including observations and findings from their own investigations to answer these questions. Students develop strategies for organising and summarising information and reflecting on their thinking. They begin to categorise knowledge and ideas, identify patterns, and form generalisations. They learn to make connections between both new and established ideas and their own knowledge.

With thinking tools to assist them, students begin to ask more focused and clarifying questions. They develop skills in collecting and organising ideas from a range of sources to construct knowledge. They learn to question the validity of sources, communicate and record their questions, responses and thoughts, and give reasons for conclusions.

Students participate in a variety of investigations and activities involving problem solving that encourage them to experiment with a range of creative solutions. They begin to reflect on the approaches they use to assist them to form their solutions. They explore ideas creatively; for example, by engaging with new ideas and other perspectives.

Students give reasons for changes that may occur in their thinking. They begin to recognise that others may have different opinions and understand that reasoning can be influenced by strong feelings. They begin to question arguments presented to them; for example, those based on the assertion that ‘everybody knows’ or ‘I just know’.

Students develop language to describe specific thinking processes and, with support, use thinking tools to assist them to complete a given task. They continue to reflect regularly on their thinking, learning to describe their thinking processes verbally.

**Assessment FOR Learning** occurs when teachers use inferences about student progress to inform their teaching. It is frequent, formal or informal (e.g. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback that helps students in their learning progression. It has a formative use providing evidence that informs, or shapes, short term planning for learning.

**Assessment AS Learning** occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self-assessment) and helps students take responsibility for their own past and future learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.

**Assessment OF Learning** occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time. It is often organised around themes or major projects and judgements may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the Standards, and a formative use providing evidence to inform long term planning.

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<td><strong>Pre-assessment:</strong> picture of self/ self-portrait e.g. Welcome to ME! Things I am good at….. provide a model: Charlie from Charlie and the Chocolate Factory.</td>
<td>Ongoing assessment</td>
<td>Self-reflections/Peer assessments Class anchor charts</td>
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