



Kingsthorpe State School
- SCHOOL CURRICULUM PLAN -

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Introduction

All staff at Kingsthorpe State School are committed to supporting the individual learning needs of pupils so that all receive the opportunity to attain the knowledge, skills, attitudes, values and habits necessary to their participation as effective members of society.

With this purpose clearly in mind, our School Curriculum Plan seeks to outline our School's Curriculum offerings in terms of: -

- ✂ Core Learnings
- ✂ Teaching Strategies (Pedagogy)
- ✂ Assessment Devices
- ✂ Reporting on student achievement and progress

Our School Curriculum Plan has been informed and influenced by: -

- | | | |
|--|---|--|
| ✂ Queensland State Education 2010 | ✂ Queensland Year 1-10 Curriculum Framework | ✂ Inclusive Practices |
| ✂ Literate Futures | ✂ Queensland School Reform Longitudinal Study | ✂ Drug Education/Intervention Policies |
| ✂ Building Success Together:
A framework for students at Educational Risk | ✂ Integration of ICT in Teaching and Learning | ✂ QSCC / QSA Syllabuses |

CORE LEARNINGS

The fundamental goal of our teaching is to develop within children the attributes of the lifelong learner. Through implementation of the QSCC Syllabuses, we aim to provide planned learning experiences and assessment tasks which optimise opportunities for our students to exit Year 7 with the following characteristics: -

- | | | |
|--|-----------------------------------|---|
| ✂ To be a knowledgeable person with deepened understanding | ✂ To be a complex thinker | ✂ To be a creative person |
| ✂ To be an active investigator | ✂ To be an effective communicator | ✂ To be a participant in an independent world |
| ✂ To be a reflective, self-directed learner | | |

The Appendix provides an elaboration of the above attributes of a lifelong learner.

Our school is embracing outcomes based education as an integral construct of our curriculum, pedagogy, teaching strategies, assessment and reporting framework. At Kingsthorpe State School, core learning outcomes from the Key Learning Area Syllabuses in Science, HPE, SOSE and the Arts and Technology will be developed through integrated units of work combined with discrete programs in English and Mathematics and specialist programs in Music, HPE and LOTE. Our school community also acknowledges a need for school based programs in Human Relationships Education and Social Skill development. As Literacy and Numeracy are seen as core aspects of all learning, all teachers recognise that they have a responsibility to develop literacy and necessary skills within their individual teaching programs. Whilst a range of concepts, skills and processes may be developed in isolation it is understood that they will be further developed, refined and applied within planned integrated units of work at each year level.

The school's Literacy Strategy (refer related documentation) will further inform teachers of approach to the teaching and learning of literacy in order to improve learning outcomes for students.

Curriculum Organisation

A majority of classes at Kingsthorpe State School are organised into composite/multi-age groupings. The weekly teaching and learning program developed for each class will be typically structured around teaching in specific Literacy blocks, Numeracy blocks and Integrated Studies time. Specialist lessons will also be delivered in Language Other Than English (German) for children in Years 6 and 7.

At Kingsthorpe State School the curriculum has been organised into: -

1. Core Learnings
 - Literacy
 - Numeracy
2. Specialised Studies
 - Health and Physical Education (Strand 2)
 - Library/Information and Communications Technology
 - Music/The Arts
 - LOTE (Year 6/7 German)
3. Integrated Studies
 - Science
 - Studies of Society and the Environment
 - Health and Physical Education (Strands 1 and 3)
 - Technology

At Pre-School / Prep Year level:

Learning opportunities and a framework for teaching are aligned with the foundation learning areas described within the Queensland Pre School Curriculum Guidelines. The foundation learning areas within the guidelines are described under the following headings: Thinking, Sense of Self and Others, Social Living and Learning, Health and Physical Understanding, Cultural Understanding, and Understanding Environment. In continuing to plan for worthwhile & effective learning opportunities for children the teacher will also refer to the Foundation level learning outcomes contained with the eight KLA Syllabuses. With a transition to the introduction of a Preparatory Year in 2007, teachers of children in the lower school will begin to embrace a renewed approach to teaching & learning through the adoption of the Early Years Curriculum.

Teachers at each year level across Years 1-7 will:

Co-operatively plan units of student work, integrating may of the Key Learning Areas of the Queensland P-10 Curriculum. Teachers will refer to syllabuses developed by the Queensland Studies Authority to inform and guide there planning. Each of these Key Learning Area syllabuses has been organised around outcome levels typically relating to year levels as follows: -

- ⇒ Students proficiently demonstrating Level 2 outcomes are at the end of Year 3
- ⇒ Students proficiently demonstrating Level 3 outcomes are at the end of Year 5
- ⇒ Students proficiently demonstrating Level 4 outcomes are at the end of Year 7

Appendix 3 provides an overview of the core learning outcomes across the KLA's from which teachers will develop rich learning experiences

Whole School Curriculum Organisers

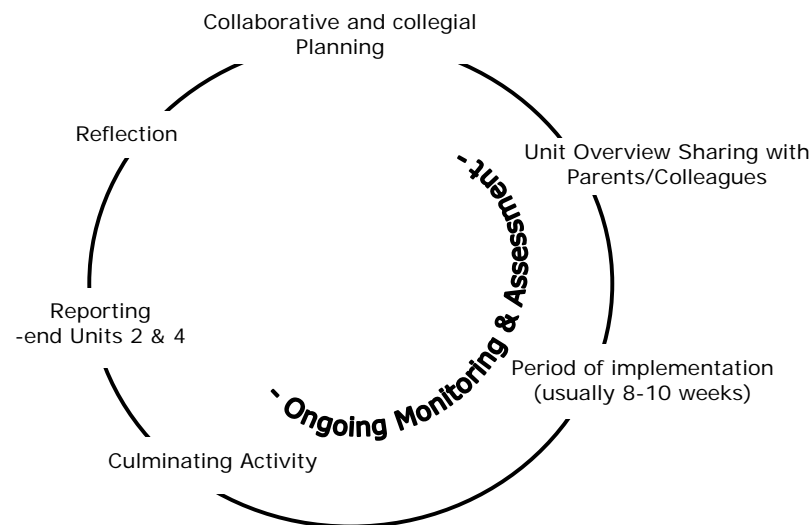
Whilst the core learnings of Literacy and Numeracy will be pursued as a focus for teaching on a daily basis, units of work integrating the key concepts and learning of Science, SOSE, HPE and Technology will be developed under the following Curriculum Organisers: -

- ⇒ Investigating Life
- ⇒ Investigating Spaces
- ⇒ Investigating Spaces
- ⇒ Building Futures

An overview of the Curriculum Organisers and titles of potential units of study for each year level can be found in the Appendices.

Teaching Cycles throughout the year

Each unit of work developed by the teachers of each composite/multi-age class defines a curriculum cycle. Our curriculum cycle involves: -



A curriculum cycle is defined by the period of learning time (no. of weeks) that a complete unit of work takes to unfold.

Within one school year there will be a rotation of four teaching cycles (units) for children of across Year 1-7 classes.

PEDAGOGY (Teaching Strategies)

At Kingsthorpe State School we recognise that all students are unique and therefore will seek to utilise a range of teaching strategies to enhance learning opportunity and together support identified student needs. Our approach to teaching and learning will be wide ranging and informed and influenced by elements of Blooms Taxonomy, Gardner's Multiple Intelligences, De Bono's 6 Thinking Hats, the research of Eric Fraggenheim, Tony Ryan, John Joseph and Education Queensland's development of identifiable Productive Pedagogies (effective teaching strategies).

Teachers will engage in the use of effective strategies to ensure that the four dimensions of Productive Pedagogy

1. Intellectual Quality
2. Connectedness to the World
3. Supportive Social Environments
4. Recognition of Differences

are well-considered and become recognisable features of their regular teaching. (A further elaboration of the four dimensions of Productive Pedagogy can be found in the Appendices).

Teachers are regularly being encouraged to review current methods of pedagogy, exploring possibilities to improve teaching practice. Our plans for pedagogical reform will involve staff in dialogue and action around: -

- ✘ Reviewing current methods and exploring innovative or new methods of teaching aimed at providing more stimulating lessons.
- ✘ Reviewing current work programs to allow opportunities for deeper intellectual engagement
- ✘ Reviewing current assessment methods in order to match assessment tasks with the increased intellectual engagement
- ✘ Implementing ongoing assessment within a unit which contributes to the overall assessment task for the unit of work
- ✘ Developing outcomes within contexts that are relevant to students and that encourage intellectual rigour
- ✘ Developing community links which are mutually beneficial
- ✘ Promoting social development
- ✘ Integrating Information and Communication Technology resources, extending personal technological competence and drawing on these skills within lessons
- ✘ Working collaboratively and professionally with colleagues
- ✘ Supporting individual learners and learning styles

ASSESSMENT

Purposes of Assessment

Assessment at Kingsthorpe State School will aim to: -

- ✘ Promote, assist and improve student learning
- ✘ Inform programs of teaching and learning
- ✘ Provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students.

At Kingsthorpe State School, the assessment tasks set will reflect the following principles: -

- ✘ Focus upon the demonstration of core learning outcomes that have been planned
- ✘ Provide evidence that student performances are consistently judged in accordance with identified outcomes
- ✘ Be comprehensive and incorporate judgements from a range of sources, eg. students, peers and teachers, and will comprise a range of processes for gathering evidence of student demonstration of outcomes.
- ✘ Be an integral part of the learning process –eg. provide information on student progress and needs, intervention strategies and the allocation of resources
- ✘ Be valid and produce reliable results.

To be effective, assessment at Kingsthorpe State School will strive to be fair, reliable, equitable and be of the highest quality and: -

- ✘ Reflect social justice principles
- ✘ Accommodate the diverse needs of learners
- ✘ Be sensitive to the issues of gender, disability, language, socio-economic status
- ✘ Develop student capacity to self monitor progress
- ✘ Be authentic, involving students in the use of relevant and useful knowledge, understanding and practical skills

What will be assessed?

Through the initial planning phase: -

Teachers will determine the essence of a group of core learning outcomes planned for in a unit that will require assessment. Teachers will use the core learning outcomes to design units of work, create a range and sequence of learning experiences and then develop assessment tasks to determine student performance against Core Learning Outcomes in that unit.

Assessment Techniques and Instruments to be used: -

Teachers at Kingsthorpe Sate School will employ a diverse range of assessment techniques and instruments to inform judgements of student performance against planned learning outcomes. Such techniques to be used (but not limited to) will include:

- ♦ Observation - Focussed or planned, incidental, probing questions, group work, oral presentations, check lists, skills tests, anecdotal records, student reflection
- ♦ Consultation - Open ended questioning, clear concise questioning, individual interviewing, small/class group discussions, learning logs.
- ♦ Focussed Analysis - Assignments, tests, art work, work samples, performance, diagnostic tasks
- ♦ Peer/Self Assessment - Monitoring, identifying areas of need, managing their own learning, increased commitment to learning.

Instruments to be used (but not limited to) will include: -

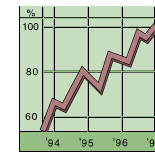
- Written
- Observation Checklist
 - Logs
 - Diagnostic tests
 - Brochures
 - Teacher devised tests
 - Standardised tests
 - Work samples
 - Research projects



- Oral
- Discussion
 - Debates
 - Role plays
 - Peer tutoring
 - Interviews
 - Lectures



- Practical
- Collections
 - Graphs and Charts
 - Scrapbooks
 - Performing
 - Video/Digital imagery
 - PowerPoint demonstrations



REPORTING

Purposes of Reporting: -

The purposes of reporting are to:

- 📖 Recognise, acknowledge and give credit for what students have achieved and experienced;
- 📖 Contribute to students' personal development and progress, improving motivation, providing encouragement, and increasing their awareness of strengths, weaknesses, opportunities and basis for intervening in learning;
- 📖 Assist the school and the system in identifying the potential of students and identifying how well the curriculum, pedagogy and assessment enable them to develop academic and social skills;
- 📖 Assist students and their parents/carers to determine future educational pathways;
- 📖 Account for achievements of the school to the public and to the system;
- 📖 Provide opportunities for teachers and school leaders to talk about individuals' and groups' progress and about possible interventions and curricular approaches.

At Kingsthorpe State School, teachers will provide students, parents and carers with regular feedback about students' learning and progress in relation to learning outcomes.

Formal reporting to parents/carers through a written report card will be provided on the following basis: -

- 📖 Years 1-7 - at the end of each school semester (twice per year)

Personal meetings between Teachers and Parents/Carers:-

Whilst parents/carers will be welcome to arrange for personal interviews with teachers at any mutually convenient time throughout the year, face to face meetings with teachers will be formally offered at least twice each year to facilitate discussion about student progress and development. Formal Interviews will be invited with teachers as follows:

- 📖 End of Term 1 Years 1-7
- 📖 End of Wk 2, Term 3 Year 2 – to coincide with the release of the Year 2 Diagnostic Continuum Report (Year 2 Net)
- 📖 End of Term 3 Years 1, 3-7

The written report to parents/carers will offer: -

- A description of the contexts in which learning assessment has occurred,
- A description of the learning outcomes that students have been provided with opportunities to demonstrate through the course of the unit studied,
- An indication of the learning outcomes that the student is currently working towards demonstrating,
- Qualitative data on the academic and social skills acquired by the student during each cycle of study,
- For students with disabilities working on Individual Education Plans, communicate information on the student's achievement of goals planned for the reporting period.

The report card *format* will remain consistent for all students enrolled across Years 1-7, with the individual reports influenced by the varying contexts for learning and the specific learning outcomes determined by teachers for reporting.

A sample of the proposed report card/framework can be found within the Appendices.

THE TEACHING & LEARNING CONTEXT AT KINGSTHORPE STATE SCHOOL

With regard to important learning, our teaching staff believes that: -

- ✎ interactions between teachers & students should be overwhelmingly positive, with the outcomes of learning able to be clearly evidenced
- ✎ the learning experiences, skills and knowledges developed by teachers should be able to be built upon and be transferable within and across contexts
- ✎ we must develop within our students the skills necessary to finding relevant & important information and to be able to confidently apply their new understandings
- ✎ our students need to be led, supported and encouraged to develop a good work ethic
- ✎ our students need to be led and encouraged to be both analytical & critical
- ✎ learning needs to be future oriented and adaptive to change
- ✎ whilst some of the needs our students are met from *within* the local community, as a learning entity at the centre of this community we are obliged to commit not just to the learning needs of students, but to contribute to the common good of the community.

We value and believe that it is important for our students to:

- ❖ become both effectively literate and numerate
- ❖ gain in appropriate life & social skills, learning how to effectively communicate in varying contexts
- ❖ understand how to become an integral member of a group & appreciate democratic principles– through turn-taking, negotiating, sharing
- ❖ develop self respect; gain the respect of others, and in so doing, be accepting of the differences in others – patience, tolerance, loyalty
- ❖ understand ways in which to appropriately deal with conflict
- ❖ learn how to make the ‘right’ choices – particularly in dealing with peer pressure
- ❖ understand ways in which to become both resourceful and seek assistance
- ❖ develop as creative & adaptive problem solvers
- ❖ understand that mistakes are an important part of learning
- ❖ appreciate that there is also a responsibility on their part to commit/contribute to their own learning
- ❖ learn how to use leisure time in a meaningful way – hobbies, recreation, technology...

Teaching & learning at our school becomes more enjoyable when:

- ✓ we see children having fun – smiling, motivated and enjoying what they are doing
- ✓ co-operation in learning is evident
- ✓ seeing children becoming sensitive to the needs of others
- ✓ behaviours in the classroom match expectations for self-respect and a respect for others
- ✓ essential resources across the school are in plentiful supply and readily accessible
- ✓ ‘out of class’ learning opportunities are available and make learning meaningful
- ✓ seeing children achieve, sharing in & celebrating successes
- ✓ some activities have an ‘open’ outcome, allowing for free expression
- ✓ the relationship/rapport with children is open, positive and mutually respectful
- ✓ opportunity allows for an understanding of what each child is passionate about and as teachers, being able to facilitate learning opportunities to support this
- ✓ able to see children becoming confident in their own ability and begin to show that they understand themselves as a learner – becoming more open & resilient

WHOLE SCHOOL PLANNING AT KINGSTHORPE STATE SCHOOL

The Curriculum to be delivered at Kingsthorpe SS is guided by the syllabus materials provided by the Queensland Studies Authority in each of the mandated Key Learning Areas. Our whole of school planning will be aligned within four Curriculum Organisers. The whole school organisers, which will provide all of our students in Levels 1-4 (Years 1-7) with opportunities to demonstrate a majority of learning outcomes across all of the key learning areas are:

INVESTIGATING LIFE

There are two aspects to investigating life:

- (i) investigating living things;
- (ii) investigating the human condition, that is, ourselves, families, cultural differences, and our place in the wider community and as global citizens.

INVESTIGATING SPACES

There are three aspects to investigating spaces:

- (i) home & school environments;
- (ii) investigating the local area and broader communities;
- (iii) Australia's position in the world & beyond .

One of the emphases in this organiser is the investigation of the impacts of a variety of factors on the environment

INVESTIGATING CHANGES

There are two aspects to investigating changes:

- (i) investigating changes at a personal level;
- (ii) investigating causes and effects of change over time

BUILDING FUTURES

There is one broad aspect to building futures:

- (i) Envisioning possible, probable and preferred futures with an emphasis on developing an awareness of the responsibilities of active citizens in communities from classrooms to global communities. Relevant personal and environmental issues are explored to make decisions that benefit self and others.

While some learning episodes offer multiple opportunities for children to demonstrate the achievement of an outcome, in other instances teachers may need to make available additional contexts that will provide students with the opportunities to demonstrate the outcomes.

Whilst many of the planned units of work will integrate a number of Key Learning Areas, there will still exist valid reason for teaching some skills and knowledges in specific or isolated learning episodes. Not all planned learning for a term will naturally fall within or lend itself to the integrated unit of study.

The following page provides an overview of the four Curriculum Organisers and potential contexts/Unit titles for students across Levels 1-4 (Years 1-7). Teachers will draw from and develop unit plans each term from the following overview. The overview of learning contexts/unit topics within each level are not sequential – teachers will determine the order in which the four units are to be presented across Terms 1-4 for the year.

Kingsthorpe State School – Overview of Curriculum Organisers

	INVESTIGATING LIFE	INVESTIGATING SPACES	INVESTIGATING CHANGES	BUILDING FUTURES	
LEVEL 1 Yr 1	<ul style="list-style-type: none"> • Interactions between Living & Non-Living things • Animals and their young 	<ul style="list-style-type: none"> • My Universe • Features of the Earth & Sky • Caring for our Wonderful World 	<ul style="list-style-type: none"> • My Place in the World • Me & My Family • Changes in My World • Growing & Changing • Individual Identities 	<ul style="list-style-type: none"> • Playing Our Way • Mine, Yours, Ours 	<ul style="list-style-type: none"> • Designing a healthy future • Go, Grow, Glow • Senses & Safety
LEVEL 2 Yrs 2-3	<ul style="list-style-type: none"> • Animals and their habitats • Insects that live in communities • Feathers, Fur & Fins 	<ul style="list-style-type: none"> • Interactions and Changes in Earth & Space • Enhancing Our Environment 	<ul style="list-style-type: none"> • My Australian Home • My Family's place in the Community • Circles of Life 	<ul style="list-style-type: none"> • Building Healthy Futures • Plan, Prepare & Produce • Rainbows of thought 	
LEVEL 3 Yrs 4-5	<ul style="list-style-type: none"> • We Belong: <ul style="list-style-type: none"> - Community - Identity - Belonging • Commonwealth/Olympic Games • You are what you Eat: <ul style="list-style-type: none"> - Body systems & nutrition 	<ul style="list-style-type: none"> • Protecting, Preserving and Promoting our Environment: <ul style="list-style-type: none"> - diverse environments & recycling • A wealth of Resources <ul style="list-style-type: none"> - alternate fuels - resources & energy (mining) - the 'Gold Rush' • Earth & Beyond: <ul style="list-style-type: none"> - a study of the planets & our solar system 	<ul style="list-style-type: none"> • Fame, Fortune Fantastic People <ul style="list-style-type: none"> - the explorers • From Picture to Text: <ul style="list-style-type: none"> - history of communication • Clever or Crazy ideas: <ul style="list-style-type: none"> - timelines & inventions • Natural & unnatural disasters: <ul style="list-style-type: none"> - a study of weather & disasters 	<ul style="list-style-type: none"> • The World Village: <ul style="list-style-type: none"> - Diverse cultures - Rights & Responsibilities - Democracy - Social Skills & Anti-Bullying - Citizenship • Nothing Can Stop Me Now!: <ul style="list-style-type: none"> - Preferred futures - Abilities, interests & personal development 	
LEVEL 4 Yrs 6-7	<ul style="list-style-type: none"> • Me & IT (Digital Portfolios) • Country Comparison: <ul style="list-style-type: none"> - Australia and _____ (incl. CWA Nation of Study) 	<ul style="list-style-type: none"> • The importance of Water • Facts & Mysteries of Outer Space 	<ul style="list-style-type: none"> • Impact of Technology on our Living Standards 	<ul style="list-style-type: none"> • Earn & Learn <ul style="list-style-type: none"> - Economy in the Classroom • Living in a multi-cultural society 	

Overall Learning Outcomes and the valued attributes of a lifelong learner

What are overall learning outcomes?

The overall learning outcomes are outcomes expected both during, and as a result of, learning experiences through the 10 years of the common curriculum. Overall learning outcomes are common to all key learning areas, although some key learning areas may make greater contributions to some overall learning outcomes than to others.

Why have overall learning outcomes?

Overall learning outcomes assist students to become lifelong learners, achieve their potential, and play an active role in their family and work life. Underpinning the Queensland Years 1 to 10 curriculum are 27 overall learning outcomes that are grouped under headings which collectively describe the valued attributes of a lifelong learner.

What are the valued attributes of a lifelong learner?

A lifelong learner is:

- ♦ a knowledgeable person with deep understanding
- ♦ a complex thinker
- ♦ an active investigator
- ♦ an effective communicator
- ♦ a creative person
- ♦ a participant in an interdependent world
- ♦ a reflective and self-directed learner.

Knowledgeable person with deep understanding

A knowledgeable person with deep understanding values open-mindedness, curiosity, the importance of a sound knowledge base, world views, and ways of generating authoritative knowledge. The valued attribute of being a knowledgeable person with deep understanding will be evident when learners:

- ♦ understand and use the knowledge, concepts, theories and generalisations of each learning area
- ♦ understand and use the symbol systems, languages, notational systems, processes and methods of generating new knowledge specific to each learning area
- ♦ understand and use the specific discipline skills appropriate to a learning area.

Complex thinker

A complex thinker values rationality, objectivity, the importance of withholding judgments, a willingness to obtain adequate and credible evidence, a consideration of all viewpoints, ethical decision making, and the need to make connections between ideas and information. The valued attribute of being a complex thinker will be evident when learners:

- ♦ use a variety of complex reasoning strategies to analyse and synthesise information, solve problems and make decisions
- ♦ judge the adequacy and accuracy of data from research, experimentation, calculation and measurement, and justify conclusions based on evidence
- ♦ recognise and identify patterns, connections, relationships and contexts; compare new knowledge with previous knowledge; develop concepts and generalisations; and build new information into a conceptual structure
- ♦ think inductively (from facts to generalisation), deductively (from generalisation or theory to facts), and intuitively (by perception of facts independent of any reasoning process).

Creative person

A creative person values looking for alternative solutions, flexibility in response to change or to problems, risk taking, innovation, enterprise, creative insight and the discipline required to develop creative performances. The valued attribute of being a creative person will be evident when learners:

- ♦ create with imagination, originality, aesthetic judgment, enterprise and by using a risk-taking approach
- ♦ create high-quality products, systems, information or performances using a range of techniques or technologies
- ♦ clarify contexts, explore options and consider the consequences and implications of choices that may lead to the creation of better products or preferred futures
- ♦ use a variety of methods or tools to generate new ways to resolve problems, view situations, make or express new meaning or envision alternative futures.

Active investigator

An active investigator values questioning habits of mind, a spirit of inquiry, searching for alternative sources of information, interpretation of data with an awareness of possible bias, the beneficial uses of technology, the benefits of research, and the need to support all conclusions with verifiable evidence. The valued attribute of being an active investigator will be evident when learners:

- ♦ pose problems, or initiate questions or hypotheses about a particular topic or issue
- ♦ use a variety of information gathering, processing and management techniques and technologies to search for, locate, collect, record and collate information with reference to the questions asked
- ♦ individually or in groups draw conclusions based on verifiable evidence in order to answer questions, support hypotheses or form generalisations.

Effective communicator

An effective communicator values literacy, numeracy, information-processing skills, different modes of communication and expression, clarity and accuracy of expression, positive intercultural communication, and a willingness to challenge texts for alternative meanings. The valued attribute of being an effective communicator will be evident when learners:

- ♦ comprehend and compose a range of written, spoken, visual, kinaesthetic and musical texts (including graphs and statistics) — and combinations of these — that convey information, meanings, ideas or viewpoints for particular purposes and audiences

- ♦ use effectively features of text (including structure, grammar, vocabulary and spelling), of numbers (including arithmetic operations, spatial relationships and mathematical processes) and of other symbol systems and notational systems (including musical and choreographic)
- ♦ explore ideas critically and express them effectively with an understanding that all texts are constructed from particular viewpoints and for different purposes, and can empower some people and disempower others
- ♦ choose from known numeracy concepts and skills and apply them in different contexts and social situations
- ♦ express, as an individual and with others, feelings, thoughts, ideas, understandings, intuitions and interpretations through various modes of physical or expressive performance.

Participant in an interdependent world

A participant in an interdependent world values principles of social justice; democratic processes; cooperation and courtesy for others; ethical behaviour that is socially responsible; peaceful negotiation of conflicting interests; honesty; their own health and wellbeing; and a concern for the welfare of other individuals, the wider society and the environment. The valued attribute of being a participant in an interdependent world will be evident when learners:

- ♦ perform confidently as self-directed, independent individuals on tasks, physical activities, problems and projects, and in doing so, take responsibility for their own actions and decisions
- ♦ use interpersonal skills to contribute positively to group dynamics, appreciate diverse perspectives, negotiate conflicting interests, meet needs, perform tasks or work towards a shared goal
- ♦ construct a personally satisfying and socially responsible system of beliefs and attitudes that allow self-expression, personal growth and development in the physical, social, intellectual, emotional and spiritual dimensions
- ♦ actively participate as informed citizens by identifying and challenging unjust, undemocratic and unsustainable practices locally and globally, and by exercising stewardship of the environment and the world's life forms, resources and heritage.

Reflective and self-directed learner

A reflective and self-directed learner values learning how to learn, taking responsibility for own learning, self-understanding, transferring of learning strategies to everyday life, and student willingness to revise approaches in the light of reflection. The valued attribute of being a reflective, self-directed learner will be evident when learners:

- ♦ consider their own learning style, strengths and weaknesses, attitudes, depth of knowledge, and repertoire of skills and strategies with the conscious aim of improving their learning
- ♦ plan, organise, evaluate and manage their own thinking, performance, behaviour, wellbeing and progress by applying appropriate skills and strategies, and monitoring the success of that application
- ♦ transfer concepts, ideas, skills and strategies to entirely new situations and look for opportunities to do so
- ♦ critically evaluate assumptions, values and viewpoints, and consider the implications and/or ethics of their own and others' decisions and behaviours for themselves, others and the environment.

KINGSTHORPE STATE SCHOOL CURRICULUM OVERVIEW

Appendix 2

Key Learning Areas of the Year 1-10 Queensland School Curriculum							
Health & Physical Education	Science	Language Other Than English (LOTE)	Study of Society & Environment (SOSE)	Technology	The Arts	Mathematics	English
A summary of the Key Learning Area Outcomes from published syllabuses, and those under development, are provided on the following page -							

Key Learning Area Strands:

Health & Physical Education	Science	Language Other Than English (LOTE)	Study of Society & Environment (SOSE)	Technology	The Arts	Mathematics	English
<ul style="list-style-type: none"> Promoting the Health of Individuals & Communities Developing Concepts & Skills for Physical Activity Enhancing Personal Development 	<ul style="list-style-type: none"> Science & Society Earth & Beyond Energy & Change Life & Living Natural & Processed Materials 	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Time, Continuity, & Change Place & Space Culture & Identity Systems, Resources & Power 	<ul style="list-style-type: none"> Technology Practice Information Materials Systems 	<ul style="list-style-type: none"> Dance Drama Media Music Visual Arts 	<ul style="list-style-type: none"> Number Patterns & Algebra Measurement Chance & Data Spatial Concepts & Visualisation 	<ul style="list-style-type: none"> Speaking & Listening Reading & Viewing Writing & Shaping

Underlying Concepts in KLA Substrands throughout Levels 1 – 6:

Health & Physical Education	Science	Language Other Than English (LOTE)	Study of Society & Environment (SOSE)	Technology	Arts Education	Mathematics	English (In Draft & to yet to be finalised for release)
<p>Promoting the Health of Individuals & Communities PH1 – Looking after your health. PH2 – Diet & nutritional needs. PH3 – Personal, group, & community health & safety PH4 – Health products, services & information. PH5 – Contributing to a healthy environment.</p> <p>Developing concepts & skills for physical activity PA1 – Movement skills & enhancing performance. PA2 – Skills & strategies in games & sport PA3 – Health-related physical fitness PA4 – Attitudes to image, physical activity & participation.</p> <p>Enhancing Personal Development PD1 – Self concept, self awareness, identity PD2 – Relationships & standards of behaviour. PD3 – Factors affecting differences in physical, social & emotional growth. PD4 – Communication & social responsibilities in teams & social groups.</p>	<p>Science & Society SS1 – Different cultures' contributions to scientific ideas & effects on society. SS2 – Understanding scientific method and the need for quantitative data. SS3 – Positive & negative effects of science on individuals, community, & environment.</p> <p>Earth & Beyond EB1 – Analysis of interactions between earth, solar system & universe. EB2 – Events in time & place on the earth & in space. EB3 – Different communities' use of resources & features from the earth & sky.</p> <p>Energy & Change EC1 – Investigations into relationships between forces – motion, shape & energy. EC2 – Forms of energy, changes, transfer & transformation. EC3 – Use of forms of energy in community & alternative sources of energy.</p> <p>Life & Living LL1 – Characteristics of living things, functions & relationship to the environment. LL2 – Evolutionary processes, life cycles & reproduction of living things. LL3 – Interactions between living & non-living parts of the environment.</p> <p>Natural & Processed Materials NP1 – Properties of materials & underlying structure. NP2 – Types of physical & chemical changes in properties of materials in interactions. NP3 – Ways materials can be changed & their uses.</p>	<p>Communication Comprehending 1 - Understand familiar conversations & extract essential details in passages. 2 - Understand the gist of meaning in texts & identify specific information in contexts 3 - Identify explicit cultural references to well-known features of the relevant culture.</p> <p>Composing 4 - Participate in conversations & convey information in texts according to socioculturally appropriate conventions. 5 – Construct simple cohesive texts in different contexts displaying concept of the register differences. 6 – Use of relevant language to describe culturally specific behaviours & information.</p>	<p>Time, Continuity & Change TCC1 - Investigation of situations before & after changes in Australia & in global settings TCC2 – Learners investigate global trends in changes & continuities on beliefs & values of groups. TCC3 – Contributions by individuals & groups to change in Australia & globally. TCC4 – Causes and effects of change events & continuity. TCC5 – Learners describe perspectives of past & present Australians of diverse cultural backgrounds.</p> <p>Place & Space PS1 – Effect of use of resources & environments on lifestyles. PS2 – Impact of changes on environments PS3 – Effective ways of caring for a place. PS4 – Learners involved in map making skills to illustrate features, zones etc. PS5 – Resource use & management of a place.</p> <p>Culture & Identity C11 – Contributions of diverse cultures to Australian culture C12 – Stereotyping, perceptions of cultural groups & ethical behaviour. C13 – Attitudes, beliefs concerning gender, age, ethnicity & disability & how they effect a sense of belonging to groups. C14 – Cultural changes resulting from cross cultural contact of Australian & non-Australian indigenous cultures.</p> <p>Systems, Resources and Power SRP1 – Interactions between ecological, economic & other systems. SRP2 – Economy, business understanding & enterprise SRP3 – Participation in decision-making, understanding of democratic processes & representative government. SRP4 – Democracy, government & citizenship in pre & post Federation Australia. SRP5 – Understanding the values that underpin rules & laws on campaigns, human & environmental rights.</p>	<p>Technology Practice P1 – Identify design factors of products that address needs, wants & provide opportunities for solutions. PD – Generate, adapt design ideas & communicate ideas using a range of graphical presentations. PP – Collaborate to negotiate production plans to produce a product to address needs & wants. PE – Evaluate design ideas, production plans & products regarding suitability.</p> <p>Information IN – Recognise information processing & transmitting can be designed for different purposes & manipulated to communicate with different audiences. IT – Generate, organise, transmit information with consideration of needs of audience.</p> <p>Materials MN – Analyse characteristics of materials to match them to design requirements. MT – Use a range of techniques to work materials to meet purposes & evaluate appropriateness.</p> <p>Systems SN – Identify principles of systems & identify sub systems & their impact. ST – Assemble & trial systems for specific uses.</p>	<p>Dance DA1 – Choreography DA2 – Performing DA3 – Appreciating</p> <p>Drama DR1 – Forming DR2 – Presenting DR3 – Responding</p> <p>Media ME1 – Constructing Media ME2 – Producing Meaning ME3 – Responding to Meaning</p> <p>Music MU1 – Aurally Identifying & Responding MU2 – Singing & Playing MU3 – Reading & Writing Music</p> <p>Visual Arts VA1 – making Images & Objects VA2 – Making & Displaying VA3 – Appraising Images & Objects</p>	<p>Number NI1 – Represent, identify & order numbers. NI2 – Calculate answers to addition & subtraction life related problems. NI3 – Solve problems using multiplication & division operations.</p> <p>Patterns & Algebra A1 – Investigate number patterns, use back-tracking techniques. A2 – Investigate equality of number sentences using combinations of the four operations.</p> <p>Measurement MI1 – Read, record & interpret time. MI2 – Estimate & measure attributes of objects in terms of length, mass, volume, area etc. MI3 – Identify, estimate, measure angles & direction.</p> <p>Chance & Data CD11 – Make predictions about the likelihood of events based on experimental data. CD12 – Organise data displays & interpret trends in data.</p> <p>Spatial Concepts & Visualisation SCV1 – Understand geometric properties of shapes with reference to side, angles & nets. SCV2 – Interpret maps & plans using scale & direction grid references. SCV3 – Match & align shapes & analyse transformations.</p>	<p>Cultural: Making meaning in contexts CU1 - Speaking & Listening CU2 - Reading & Viewing CU3 - Writing & Shaping</p> <p>Operational: Operating the language system OP1 - Speaking & Listening OP2 - Reading and Viewing OP3 - Writing & Shaping</p> <p>Critical: Analysing & evaluating texts CR1 - Speaking & Listening CR2 - Reading & Viewing CR3 - Writing & Shaping</p>

Key Learning Area Outcomes

Key learning areas

There are eight nationally agreed key learning areas that comprise Queensland's common curriculum for the compulsory years of schooling. They are:

- English
- Mathematics
- Studies of Society and Environment (SOSE)
- Science
- Health and Physical Education (HPE)
- The Arts
- Languages other than English (LOTE)
- Technology

Queensland Studies Authority syllabuses describe key learning area outcomes and learning outcomes for each level of each key learning area strand.

Key learning area outcomes highlight the uniqueness of each of the eight key learning areas and explain each key learning area's contribution to the curriculum.

Key learning area outcomes are the intended results of extended engagement with the learnings described by the core and discretionary learning outcomes for each specific key learning area.

The key learning area outcomes from published syllabuses, and those under development, are given below.

English

During the compulsory years of schooling in the English key learning area, students develop the knowledge, practices and dispositions necessary to:

- ♦ understand how texts and language can be used to do things in the world and to achieve personal, social, cultural and cognitive purposes in the contexts of their working, public and private lives
- ♦ understand how texts and language shape and are shaped by:
 - knowledge, values and practices of individuals and groups
 - choices with respect to purpose, text type, subject matter, roles and relationships, mode and medium
- ♦ select from a broad repertoire of language use in texts and contexts, language systems and literacy practices in English to construct and reconstruct meanings in and through spoken, written, visual and multimodal texts
- ♦ demonstrate a deep and high degree of control of textual resources and patterns in texts of increasing complexity
- ♦ interpret and represent knowledge, values and practices in texts in innovative, creative and enterprising ways.

Mathematics

During the compulsory years of schooling in the Mathematic key learning area, students develop the knowledge, practices and dispositions necessary to:

- ♦ appreciate the nature of mathematics as a dynamic human endeavour its history, its relationship with other human endeavours and its contribution to society
- ♦ understand and apply Mathematics in a variety of contexts
- ♦ identify connecting ideas within and across mathematics

- ♦ use mathematics with accuracy, originality and creativity when problem solving and decision making
- ♦ communicate clearly about mathematics using its precise language and symbol system
- ♦ think, reason and investigate mathematically in their day to day lives
- ♦ reflect on and evaluate their own mathematical learning in a positive way
- ♦ transfer learning from the mathematics key learning area to their various life roles
- ♦ make informed decisions about future learning pathways.

Studies of Society and Environment

During the compulsory years of schooling in the Studies of Society and Environment key learning area, students develop the knowledge, processes and attitudes necessary to:

- ♦ understand past ideas, events and actions to:
 - explain the causes and effects of changes and continuities
 - use various sources of evidence
 - value the contribution of people and the importance of diverse heritages
- ♦ understand social, natural and built environments to:
 - evaluate human—environment relationships
 - recognise processes linked to environments and the spatial patterns inherent in environments
 - value and promote stewardship and the significance of places
- ♦ understand the ways people form groups and develop material and non-material aspects of cultures to:
 - recognise, promote and celebrate cultural diversity
 - identify cultural perceptions and the processes involved in cultural change
 - analyse the construction of identities and the sense of belonging to multiple groups
- ♦ understand human experiences in various economic, business, ecological, legal, political and government systems to:
 - analyse the interactions between ecological and other systems
 - evaluate the operation of business and economic systems with reference to work, productivity and management
 - participate in decision-making processes that highlight active and informed citizenship
 - reflect on issues related to access to power and resources
- ♦ investigate events concerning societies and environments by applying sociocultural and sociocritical inquiries
- ♦ understand and value the diverse and dynamic nature of societies and environments by creating and communicating enterprising responses in varied genres
- ♦ participate cooperatively to reflect and act upon ethical and informed visions of possible and preferred futures.

Science

During the compulsory years of schooling in the Science key learning area, students:

- ♦ understand and appreciate the evolutionary nature of scientific knowledge
- ♦ understand the nature of science as a human endeavour, its history, its relationship with other human endeavours and its contribution to society
- ♦ understand that scientific knowledge has been organised by the scientific community into disciplines based on recognisable patterns in the phenomena studied
- ♦ apply scientific knowledge to explain and predict events and to reconstruct their understandings of the physical and biological worlds
- ♦ use the practices and dispositions of scientific investigation, reflection and analysis to refine knowledge and pose new questions
- ♦ develop dispositions such as intellectual honesty and commitment to scientific reasoning
- ♦ use scientific language to communicate effectively
- ♦ use decision-making processes that include ethical considerations of the impact of science on people and the environment
- ♦ use the practices and dispositions of working scientifically' in all the disciplines of scientific enterprise.

Health and Physical Education

During the compulsory years of schooling in the Health and Physical Education key learning area, students develop the knowledge, processes, skills and attitudes to:

- ♦ select and use information and apply problem-solving and decision-making strategies to:
 - make informed decisions about health, physical activity and personal development
 - evaluate their own actions and the actions of others
- ♦ develop a strong commitment to promoting equity, acknowledging diversity and establishing supportive environments with respect to health, physical activity and personal development
- ♦ reflect on and evaluate the influence of biological, social, cultural and environmental factors on:
 - their own and others' health and personal development
 - their own and others' attitudes towards, and participation in, physical activity
- ♦ promote the health of themselves, others and their communities
- ♦ accept responsibility as an individual member of a group or community to create and maintain environments supportive of optimum health
- ♦ develop and refine motor skills necessary for participation in physical activity and acquire and apply movement concepts to enhance performance
- ♦ develop positive attitudes towards participation in regular physical activity and an appreciation of the benefits of physical activity and of the aesthetic and technical qualities of movement
- ♦ enhance their own and others' self-concept and self-esteem, and develop the skills for creating and maintaining positive interactions and relationships.

The Arts

During the compulsory years of schooling in The Arts key learning area, students engage in, and reflect on, experiences in each of the arts to develop the knowledge, skills, techniques, processes and dispositions necessary to:

- ♦ create, present and reflect on arts works with confidence, skill, enjoyment and aesthetic awareness
- ♦ express ideas, feelings and experiences through the symbol systems, techniques, technologies and processes appropriate to each of the arts
- ♦ communicate with an intended audience through the forms and processes of the arts
- ♦ understand, critically evaluate and appreciate the impact of the cultural, social, spiritual, historical, political and economic contexts of arts works in the construction of meaning
- ♦ respect and value cultural diversity, address equity issues and establish supportive environments to promote their own and others' involvement in the arts as discerning consumers and practitioners
- ♦ understand the unique contribution of each of the arts as well as the collaborative nature of many arts practices
- ♦ understand that learning in the arts is transferable to their personal and working lives.

Languages other than English

During the compulsory years of schooling in the Languages other than English key learning area, students can demonstrate communicative ability by comprehending and composing a variety of written and spoken texts in a Language other than English for a variety of purposes. In their communication, it is expected that students can:

- use a range of linguistic features
- apply process skills and strategies to maintain discourse
- demonstrate cultural understanding and develop intercultural competence.

In demonstrating the above communicative ability, students would demonstrate other outcomes as well, although they are not readily assessable and not embodied in the core learning outcomes.

Students acquire:

- ♦ positive attitudes to people of other languages and cultures
- ♦ confidence and enjoyment in the application of new communication skills in purposeful interactions
- ♦ understanding of the nature and role of language
- ♦ understanding of their own and the target culture, recognising that all cultures are diverse
- ♦ a repertoire of language-learning strategies that can be applied in lifelong language learning
- ♦ creative-thinking and problem-solving abilities as they draw on knowledge and language skills to solve communication needs
- ♦ skills for constructive participation with others
- ♦ a reflective attitude towards their language learning and their first language
- ♦ an ability to access knowledge of the target culture.

Technology

During the compulsory years of schooling in the Technology key learning area, students develop

- ♦ knowledge, practices and dispositions necessary to:
- ♦ envision and create innovative products
- ♦ understand and follow production procedures and manage processes and resources
- ♦ understand the nature of information, materials and systems
- ♦ develop and apply techniques for working with information, for manipulating and processing materials, and for assembling, managing and controlling systems
- ♦ reflect on, critically evaluate and respond to relationships between technology and society
- ♦ use understandings about resources, processes and products of technology to participate effectively in society and envision their preferred futures
- ♦ recognise, and respond to, beneficial and non-beneficial impacts and consequences associated with the design and use of products
- ♦ consider appropriateness, contexts and management as they participate in decision-making processes related to designing, developing and applying new technologies
- ♦ use forms and conventions of technological language to communicate effectively with others
- ♦ demonstrate ways of 'working technologically' in various contexts.

Pedagogy is the art of teaching.

Effective teachers use an **array of teaching strategies** because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. Some strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities.



All students should be involved in intellectually challenging pursuits—those that provide opportunities for deep engagement with a topic or concept. When students of all backgrounds are expected to undertake work of high **intellectual quality**, overall academic performance improves and equity gaps diminish. The 'dumbing down' of curriculum must be resisted (especially for at-risk students).

Classroom practices that engage students in solving a particular problem of significance and relevance to their worlds—be it a community, school-based or regional problem—provide the greatest opportunity for **connectedness** to the world beyond the classroom.

Strategies that promote **supportive social environments** have high expectations for all students, make explicit what is required for success, and foster high levels of student ownership and motivation. Teachers respond positively to all attempts by students to display their knowledges and skills and explicitly acknowledge behavioural and classroom procedures.

Strategies that **recognise difference** do so in ways that actively support individuals in participating, having their individual perspectives and experiences given status, and operating within embedded democratic values.

Intellectual quality	Connectedness	Supportive classroom environment	Recognition of difference
<p>Higher-order thinking</p> <p>Are students using higher-order thinking operations within a critical framework?</p> <p>Deep knowledge</p> <p>Does the lesson cover operational fields in any depth, detail or level of specificity?</p> <p>Deep understanding</p> <p>Do the work and responses of the students provide evidence of depth of understanding of concepts or ideas?</p> <p>Substantive conversation</p> <p>Does classroom talk lead to sustained conversational dialogue between students, and between teachers and students, to create or negotiate understanding of subject matter?</p> <p>KnowLedge as problematic</p> <p>Are students critiquing and second-guessing texts, ideas and knowledge?</p> <p>Metalanguage</p> <p>Are aspects of language, grammar and technical vocabulary being foregrounded?</p>	<p>Knowledge integration</p> <p>Does the lesson integrate a range of subject areas?</p> <p>Background knowledge</p> <p>Are links With students' background knowledge made explicit?</p> <p>Connectedness to the world</p> <p>Is the lessoti, activity or task connected to competencies or concerns beyond the classroom?</p> <p>Problem-based curriculum</p> <p>Is there a focus on identifying and solving intellectual and/or real-world problems?</p>	<p>Student Direction</p> <p>Do students determine specific activities or outcomes of the lesson?</p> <p>Social support</p> <p>Is the classroom characterised by an atmosphere of mutual respect and support among teacher and students?</p> <p>Academic engagement</p> <p>Are students engaged and on-task during the lesson?</p> <p>Explicit quality performance criteria</p> <p>Are the criteria for judging the range of student performance made explicit?</p> <p>Self-regulation</p> <p>Is the direction of student behaviour implicit and self-regulatory?</p>	<p>Cultural knowledge</p> <p>Are non-dpminant cultural knowledges valued?</p> <p>Inclusivity</p> <p>Are deliberate attempts made to ensure that students from diverse backgrounds are actively engaged in learning?</p> <p>Narrative</p> <p>Is the style of teaching principally narrative or is it expository?</p> <p>Group identity</p> <p>Does the teaching build a sense of community and identity?</p> <p>Active citizenship</p> <p>Are attempts made to encourage active citizenship within the classroom?</p>

- APPENDICES -

Unit Planning Framework Exemplar -

EXEMPLAR: Outcomes and modules - Level 4

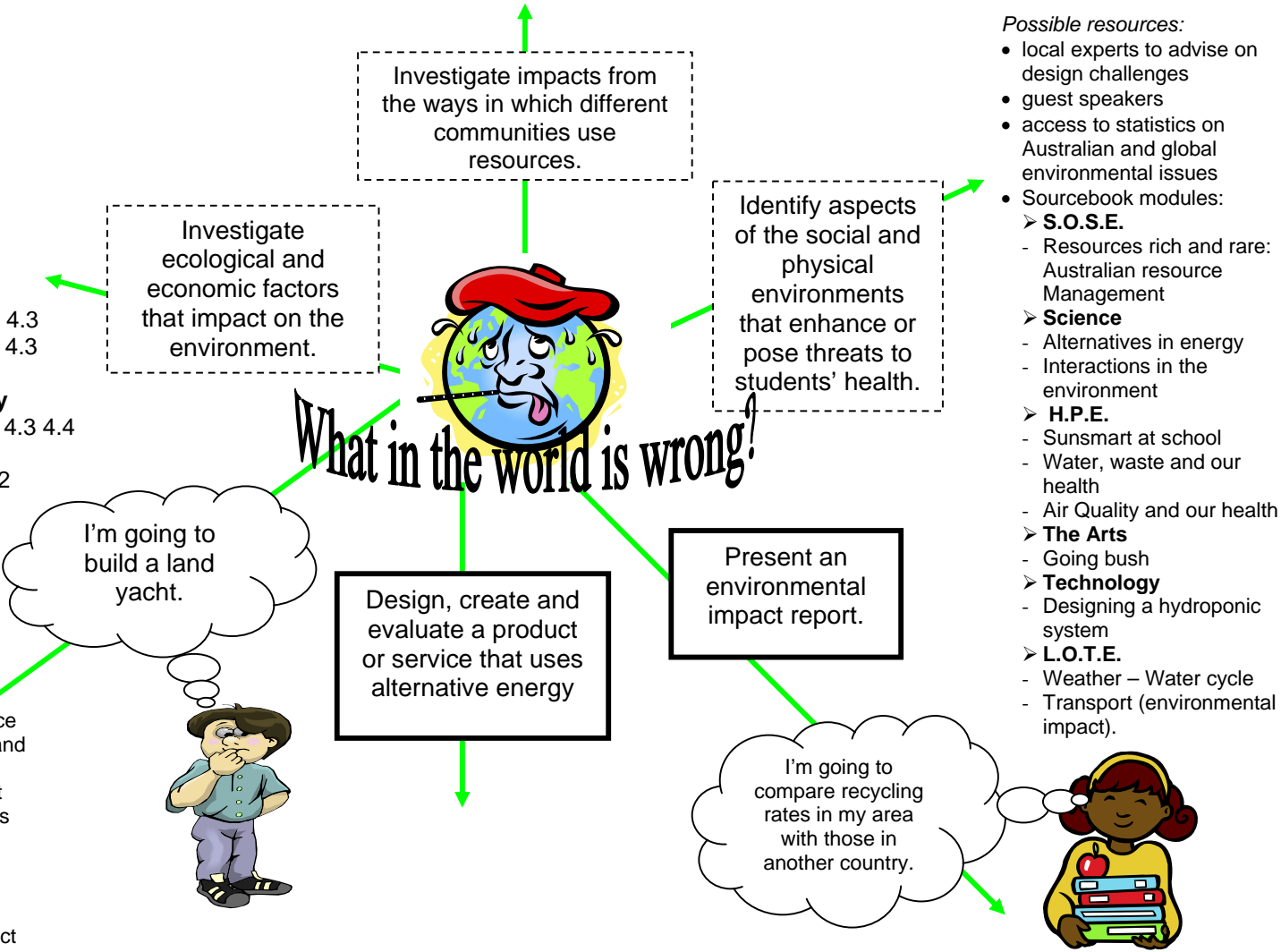
	Unit topic	S.O.S.E.	Science	H.P.E.	The Arts	Technology	English	Maths	L.O.T.E.
INVESTIGATING LIFE	Is Australia really the lucky country?	TCC 4.5 CI 4.2, 4.5	SS 4.2 EC 4.1 <ul style="list-style-type: none"> Fair test Force and motion 	PHIC 4.1, 4.2, 4.4 <ul style="list-style-type: none"> Evaluating health products Food to go and grow 	ME 4.1, 4.2, 4.3 VA 4.1, 4.2, 4.3 <ul style="list-style-type: none"> Pitch that rhythm 	TP 4.1, 4.2, 4.3, 4.4 INF 4.1, 4.2 SYS 4.1, 4.2 <ul style="list-style-type: none"> Designing a hydroponic system 	Cu 4.1, Op 4.1, Cr 4.1 Cu 4.2, Op 4.2, Cr 4.2 Cu 4.3, Op4.3, Cr 4.3	N 4.1 CD 4.1 CD 4.2	Levels 1 – 4 The focus level will depend on the students' entry level Family life <ul style="list-style-type: none"> Community celebrations Meeting other cultures
	Australia's inhabitants	TCC 4.4 CI 4.3, 4.4 <ul style="list-style-type: none"> What's the case? Indigenous communities and rapid change The telly never lies: Media representations 	LL 4.1, 4.2, 4.3 <ul style="list-style-type: none"> Living things reproduce Interactions in the environment 	DCSPA 4.4 <ul style="list-style-type: none"> Health related fitness 	ME 4.1, 4.2, 4.3 DR 4.1, 4.2, 4.3 VA 4.1, 4.2, 4.3 DA 4.1, 4.2, 4.3 <ul style="list-style-type: none"> Move like me 	TP 4.1, 4.2, 4.3, 4.4 INF 4.1, 4.2	Cu 4.1,Op 4.1, Cr 4.1 Cu 4.2,Op 4.2, Cr 4.2 Cu 4.3,Op 4.3, Cr 4.3	N 4.1, 4.2, CD 4.2 M 4.2	
INVESTIGATING SPACES	Environment and resources	PS 4.1, 4.2 <ul style="list-style-type: none"> Resources rich and rare: Australian resource management 	SS 4.3, EB 4.3 EC 4.3 LL 4.3 <ul style="list-style-type: none"> Alternatives in energy Interactions in the environment 	PHIC 4.5 <ul style="list-style-type: none"> Sunsmart at school Water, waste and our health Air Quality and our health 	DA 4.1, 4.2, 4.3 VA 4.1, 4.2, 4.3 <ul style="list-style-type: none"> Going bush 	TP 4.1, 4.2, 4.3, 4.4 INF 4.1, 4.2 MAT 4.1, 4.2 <ul style="list-style-type: none"> Designing a hydroponic system 	Cu 4.1, Op 4.1, Cr 4.1 Cu 4.2, Op 4.2, Cr 4.2 Cu 4.3, Op 4.3, Cr 4.3	N 4.1 N 4.3 M 4.1 CD 4.2 S 4.2	Levels 1 – 4 <ul style="list-style-type: none"> Weather – Water cycle Transport Fabled characters Family life Meeting other cultures Home sweet home LOTE in an imaginative context <ul style="list-style-type: none"> Fun with books - <i>Battle Galaxy</i> - <i>Enchanted places</i>

INVESTIGATING SPACES — Environment and resources Focus: LEVEL 4

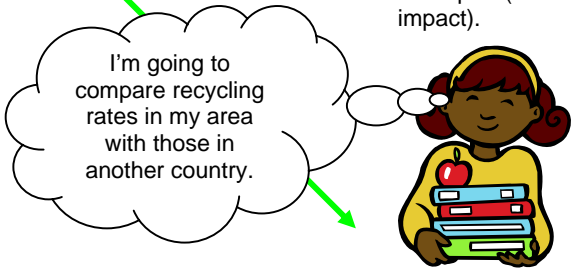
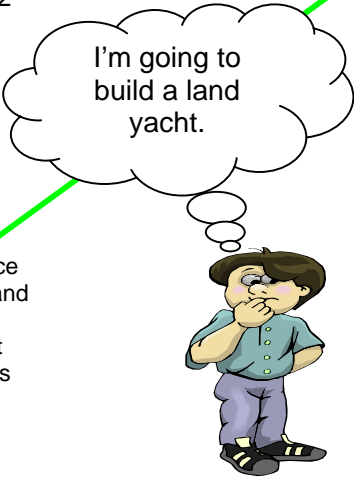
Students take the role of an environmental inspector to investigate impacts on the local environment. They present a report that compares the local situation with Australian and global impacts. Students create a product that enhances the planet's sustainability using the findings of their investigation to inform their decisions.

Focus learning outcomes

- | | |
|---|---|
| Maths
N 4.3
M 4.1
S 4.2
CD 4.2
N 4.1 | Science
SS 4.3
EB 4.3
EC 4.3 |
| English
Cu 4.2, 4.3
Op 4.2, 4.3
Cr 4.2, 4.3 | LOTE
Levels 1 - 4 |
| S.O.S.E.
PS 4.1, 4.2 | The Arts
DA 4.1, 4.2, 4.3
VA 4.1, 4.2, 4.3 |
| H.P.E.
PHIC 4.5 | Technology
TP 4.1, 4.2, 4.3 4.4
INF 4.1, 4.2
MAT 4.1, 4.2 |
- Possible sources of evidence:*
- Maths:** modelling and costing display boards; maps, data surveys
 - English:** letter of complaint
 - The Arts:** performance in dance and roleplay, created images and objects
 - S.O.S.E.:** environmental report board game design, responses
 - Science:** retrieval charts, diagrams, notes about observations, designs
 - H.P.E.:** reflection sheet
 - Technology:** technology project folio (e.g. sketches, annotations, photos, reflections)



- Possible resources:*
- local experts to advise on design challenges
 - guest speakers
 - access to statistics on Australian and global environmental issues
 - Sourcebook modules:
 - **S.O.S.E.**
 - Resources rich and rare: Australian resource Management
 - **Science**
 - Alternatives in energy
 - Interactions in the environment
 - **H.P.E.**
 - Sunsmart at school
 - Water, waste and our health
 - Air Quality and our health
 - **The Arts**
 - Going bush
 - **Technology**
 - Designing a hydroponic system
 - **L.O.T.E.**
 - Weather – Water cycle
 - Transport (environmental impact).



Unit Overview Exemplar -

ENGLISH

Students:

- write a letter of complaint to the local paper expressing a concern
 - subject matter is selected to support and provide evidence for point of view
 - language is adjusted to take account of relationship with audience (to show power and distance)
 - assumptions about the characteristics of the audience are used to engage their interest and attention
 - words and phrases are used to enhance opinions
 - students make links between mode, medium and text type
 - topic sentences are used at the beginning of a paragraph to focus the reader's attention
 - conventional spelling and punctuation add meaning and status to the text.

MATHS

Students:

- design and construct display boards to sell to raise money to support an environmental group
- interpret maps of the world showing environmental impacts
- collect data to investigate the rates of skin cancer and other risks related to the environment in Australia and other countries.

THE ARTS

In response to an environmental issue students:

- improvise to create new movement; perform their own choreographed dances and those of their peers; and analyse the elements of dance evident in their own and other relevant works
- consider how artworks could communicate understandings about an environmental issue; use found objects to develop an artwork that communicates their understandings; identify places to display the works to capture the audience; and analyse the works of other artists who have dealt with environmental issues.

Possible learning activities for unit 1

What in the world is wrong?

L.O.T.E.

Students:

- investigate aspects of the water cycle and the weather and comment on the effect of the weather on daily activities and lifestyle
- investigate and develop a variety of transport options and transport systems which help minimise traffic congestion and pollution.

Activities in this unit contribute to the following attributes of a lifelong learner:

- knowledgeable person with deep understanding
- complex thinker
- responsive creator
- active investigator
- effective communicator
- participant in an interdependent world
- reflective and self-directed learner.

S.O.S.E.

Students:

- draw conclusions from comparative evidence (e.g. decline in wildlife over a number of years) and make predictions based on that evidence
- investigate the link between producing and consuming a familiar resource and the ecological and economic impact (e.g. Which resources are renewable/scarc? What effect does the production of that resource have on air or water quality?).

TECHNOLOGY

Students:

- use the data from interviews, surveys or questionnaires to gather information about an environmental issue (e.g. the need for bird feeders or a hydroponic plant system)
- design, produce and evaluate a product to promote alternative uses of energy (e.g. land yacht).

H.P.E.

Students:

- plan strategies for achieving healthy environments (e.g. clean air and water, more road signs, waste disposal facilities).

SCIENCE

- Investigate the impact of the ways in which science is used in society (e.g. advances that have resulted in pollution and habitat loss, increased toxicity in plants and animals, greenhouse effect)
- Investigate different communities' uses of resources from the Earth and beyond (e.g. farming, forestry, sun's radiation).

ENGLISH

Students:

-

MATHS

Students:

-

THE ARTS

Students:

-

Unit Title / Integrating Device:

L.O.T.E.

Students:

-

Activities in this unit contribute to the following attributes of a lifelong learner:

- knowledgeable person with deep understanding
- complex thinker
- responsive creator
- active investigator
- effective communicator
- participant in an interdependent world
- reflective and self-directed learner.

S.O.S.E.

Students:

-

TECHNOLOGY

Students:

-

H.P.E.

Students:

-

SCIENCE

-

