

## VELS

### Units of work: Protecting our Australian Fur Seals

In any unit of work, teachers assess their students against a selected number of the appropriate Standards. The following VELS charts for levels 3-5 have been presented to assist teachers to choose Standards to assess students during the 'Protecting our Australian Fur Seals' unit.

NB: There are other Standards that also apply to this unit of work.

#### Level 3

Strand	Domain	Dimension	Standards Students:
Physical Personal and Social Learning	Interpersonal Development	Building social relationships	... support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences.
		Working in teams	... cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task.
	Personal Learning	The individual learner	... make and justify some decisions about their learning and, with support, set learning improvement goals.
		Managing personal learning	... complete short tasks by planning and allocating appropriate time and resources.
	Civics and Citizenship	Civic knowledge and understanding	... explain why protection and care for the natural and built environment is important.
		Community engagement	... participate in activities to protect and care for the natural and built environment.
Discipline-based Learning	Mathematics	Space	... locate and identify places on maps and diagrams.
		Measurement, chance & data	... read linear scales (for example, tape measures) and circular scales (for example, bathroom scales) in measurement contexts.
	Science	Science Knowledge & understanding	... identify and describe the structural features of living things.
			... identify how these features operate together to form systems which support living things to survive in their environments.
			... distinguish between biotic and abiotic factors in their environment and describe interactions that occur between them.
			... describe natural physical and biological conditions, and human influences in the environment, which affect the survival of living things.
	Science at work	... explain how scientific knowledge is used, or could be used, to solve a social issue or problem.	



Strand	Domain	Dimension	Standards Students:
Interdisciplinary Learning	Information & Communications Technology	ICT for Communicating	... locate information on the intranet, use a recommended search engine and limited key words to locate information from websites.
	Thinking Processes	Reasoning, Processing & Inquiry	... make and justify some decisions about their learning and, with support, set learning improvement goals.
		Reflection, Evaluation & Metacognition	... identify and provide reasons for their point of view, and justify changes in their thinking.



Level 4

Strand	Domain	Dimension	Standards Students:
Physical personal and social learning	Interpersonal Development	Building social relationships	... demonstrate, through their interactions in social situations, respect for a diverse range of people and groups.
		Working in teams	... work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity.
	Personal Learning	The individual learner	... identify, with support, their preferred learning styles and use strategies that promote learning.
		Managing personal learning	... develop and implement plans to complete short-term and long-term tasks.
	Civics and Citizenship	Community engagement	... present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues.
			... demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision making.
Discipline-based Learning	Mathematics	Space	... use the ideas of size, scale, and direction to describe relative location and objects in maps.
		Working mathematically	... recognise and investigate the use of mathematics in real ... and historical situations.
	Science	Science Knowledge & Understanding	... identify and explain the relationships that exist within and between food chains in the environment.
		Science at Work	... analyse a range of science-related local issues and describe the relevance of science to their own and other people's lives.
			... explain how sustainable practices have been developed and/or are applied in their local environment.
			... describe the contributions Australian scientists have made to improve and/or change science knowledge.
Interdisciplinary Learning	Communication	Presenting	... identify the features of an effective presentation and adapt elements of their own presentations to reflect them.
	Information & Communications Technology	ICT for Communicating	... recommended search engines, students refine their search engines to locate information quickly.
	Thinking	Reasoning, Processing & Inquiry	... use the information they collect to develop concepts, solve problems or inform decision making.
			... develop reasoned arguments using supporting evidence.
		Creativity	... use creative thinking strategies to generate imaginative solutions when solving problems.



Level 5

Strand	Domain	Dimension	Standards Students:
Physical personal and social learning	Interpersonal Development	Building social relationships	.. initiate, maintain and manage positive social relationships.
		Working in teams	... develop the knowledge, skills and behaviours to cooperate with others to contribute to the achievement of group goals.
	Personal Learning	The individual learner	.. develop knowledge about their personal characteristics and capabilities, monitor their own learning, identifying learning strengths and areas requiring improvement.
		Managing personal learning	.. develop skills in goal setting and time and resource management and focus on task achievement.
	Civics and Citizenship	Civic Knowledge and understanding	.. explore the elements of sustainability in local, national and global contexts.
		Community engagement	.. develop skills and behaviours needed to interact with the community.
			.. think critically about their own values, rights and responsibilities.
	Discipline-based learning	Mathematics	Space
chance and data			.. explore common measures relating to length, mass, time and temperature.
			.. the use of technology such as dataloggers for direct and indirect measurement the subsequent analysis of data, and estimation of measures using comparison with prior knowledge and experience, and spatial and numerical manipulations.
Working Mathematically			.. explore the nature, purpose and scope of individual work and that it is connected to that of the broader mathematical community, and the historical heritage of mathematics.



Strand	Domain	Dimension	Standards Students:	
	Science	Science knowledge and understanding	.. the nature of the similarities between, and the diversity of, living things and their sustainable relationships with each other and their environment.	
			.. students to build on their curiosity and answer their own questions about themselves and their interactions with the world.	
		Science at work	.. students experience and research how people work with and through science.	
			.. learn to be curious and to use scientific understanding and processes to find answers to their questions.	
	Interdisciplinary learning	Communication	Presenting	.. present information and learning in a coherent and appropriate manner.
				.. gain knowledge, skills and behaviours to understand context, purpose and audience.
		Information and Communication Technology	ICT for communication	.. locate information from a range of online and multimedia resources to support their own learning.
		Thinking Processes	Reasoning processes and inquiry	.. use critical thinking to analyse and evaluate information they encounter.
Creativity	.. learn to seek innovative alternatives and use their imagination to generate possibilities. .. learn to take risks with their thinking and make new connections.			
Reflection, evaluation and metacognition	.. learn to reflect on what they know and develop awareness that there is more to know.			
	.. evaluate the validity of their own and others' ideas .. develop their metacognitive skills in planning, monitoring and evaluating their own thinking processes and strategies.			

