



For information about the F-10 Curriculum in Victoria please access <http://ausvels.vcaa.vic.edu.au>. AusVELS extracts are based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.

The teacher lesson plan address these AusVELS for Levels 3 and 4. The Learning Focus statements for Levels 3 and 4 provide advice about learning experiences that will assist students to work towards the achievements of the Standards. In the table below, S = Standard, LF = Learning Focus. The materials are available online at <http://ausvels.vcaa.vic.edu.au>.

Physical, Personal and Social	Discipline-based Learning	Interdisciplinary Learning
<p>Interpersonal Development</p> <ul style="list-style-type: none"> 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. (LF) 	<p>Writing (Level 3)</p> <ul style="list-style-type: none"> Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose. (ACELY1682) (<i>Content Description, Writing, Literacy</i>) <p>Speaking and Listening (Level 3)</p> <ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations. (ACELA1476) (<i>Content Description, Speaking and Listening, Language</i>) Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations. (ACELY1676) (<i>Content Description, Speaking and Listening, Literacy</i>) 	<p>Communication</p> <ul style="list-style-type: none"> They listen attentively when required and learn to respond and interject appropriately. (LF) They begin to order logically the ideas that they wish to communicate. (LF) <p>Thinking Processes</p> <ul style="list-style-type: none"> They explore aspects of their natural, constructed and social world, wondering and developing questions about it. (LF)



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	<ul style="list-style-type: none">■ Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume. (ACELY1792) (<i>Content Description, Speaking and Listening, Literacy</i>)■ Plan and deliver short presentations, providing some key details in logical sequence. (ACELY1677) (<i>Content Description, Speaking and Listening, Literacy</i>) <p>Writing (Level 4)</p> <ul style="list-style-type: none">■ Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features. (ACELY1694) (<i>Content Description, Writing, Literacy</i>) <p>Speaking and Listening (Level 4)</p> <ul style="list-style-type: none">■ Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of	



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	<p>others, summarising their own views and reporting them to a larger group. (ACELA1488) (<i>Content Description, Speaking and Listening, Language</i>)</p> <ul style="list-style-type: none"><li data-bbox="696 687 1379 895">■ Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently. (ACELY1688) (<i>Content Description, Speaking and Listening, Literacy</i>)<li data-bbox="696 911 1379 1046">■ Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences. (ACELY1689) (<i>Content Description, Speaking and Listening, Literacy</i>)	

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