



For information about the F-10 Curriculum in Victoria please access <http://ausvels.vcaa.vic.edu.au/>. F represents Foundation (or first year at school) and was formerly known as P or Prep in Victoria. AusVELS extracts are based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.

The FloodSafe Game (www.vicses.com.au/floodsafe-game) and teacher lesson plan address these AusVELS for Level 7 and 8. The Learning Focus statements for Level 7 and 8 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 Learning	Discipline-based Learning	Interdisciplinary Learning
<p>Health and Physical Education</p> <ul style="list-style-type: none"> As students work towards the achievement of Level 8 standards in Health and Physical Education, ... Students continue their study of the changes associated with adolescence by identifying what changes have already occurred and what changes (physical, social and emotional) they can expect to experience. They describe the influence of the family on shaping personal identity and values. They explain how community attitudes and laws influence the sense of right and wrong. (LF) <p>Interpersonal Development</p> <ul style="list-style-type: none"> As students work towards the achievement of Level 8 standards in Interpersonal Development, they develop positive 	<p>The Humanities-Geography</p> <ul style="list-style-type: none"> As students work towards the achievement of Level 8 standards in Geography, they use a variety of geographic tools and skills, together with an inquiry-based approach, to investigate the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. (LF) Students extend their knowledge and understanding of physical phenomena, including natural hazards, and of the physical processes that produce them. (LF) <p>Level 7</p> <p>English</p> <ul style="list-style-type: none"> Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning. (ACELY1804) (<i>English Content Description, Speaking and Listening, Literacy</i>) 	<p>Communication</p> <ul style="list-style-type: none"> As students work towards the achievement of Level 8 standards in Communication, they develop a range of strategies for listening attentively and extracting meaning from communications, including taking notes and small group discussion to record and summarise main messages. They reflect on how the explicit body language of a speaker influences their enjoyment and understanding of a presentation, and practise modifying their own body language to show interest and respect when listening to a speaker. (LF)



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<p>relationships through understanding and respecting others. They participate in activities which enable them to identify the differing values and beliefs held by individuals in local, national and global contexts, and reflect on the impact these may have on relationships. (LF)</p> <ul style="list-style-type: none"> They learn how to manage their emotions and behaviour in their relationships, especially with peers. They consider the needs of others and ways of responding with appropriate sensitivity, learning to adapt their behaviour and language to suit different settings. Exploring appropriate scenarios, students learn that while they need to value friendship and respect confidentiality, in certain circumstances confidentiality may need to be breached. They manage their impulses to encourage harmonious collaborations and relationships. (LF) In their teams, students gain experience in a variety of different roles and reflect 	<p>Level 8</p> <p>English</p> <ul style="list-style-type: none"> Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects. (ACELY1808) (<i>English Content Description, Speaking and Listening, Literacy</i>) Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints. (ACELY1731) (<i>English Content Description, Speaking and Listening, Literacy</i>) 	<ul style="list-style-type: none"> Students regularly present information, ideas and opinions for a variety of purposes, to a range of audiences, in both formal and informal settings. They focus on identifying the key messages they wish to communicate and structuring their ideas logically and coherently. (LF) <p>Thinking Processes</p> <ul style="list-style-type: none"> As students work towards the achievement of Level 8 standards in Thinking Processes, they participate in increasingly complex investigations and activities in which they seek evidence to support their conclusions, and investigate the validity of other people’s ideas; for example, by testing the credibility of differing accounts of the same event. (LF)



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<p>on those roles which they prefer. They participate in tasks which require them to build knowledge cooperatively to achieve a shared purpose, and reflect on the contribution they have made and how it could be improved. They also consider how the effectiveness of the team could be improved. (LF)</p> <p>Personal Learning</p> <ul style="list-style-type: none"> ■ As students work towards the achievement of Level 8 standards in Personal Learning, they explore a range of preferred and non-preferred learning strategies and reflect on how various strategies contribute to their learning, recognising that particular learning tasks may require different strategies. (LF) ■ Students reflect on the ethical aspects of dealing with others such as being honest and encouraging freedom of choice, and the advantages of acting responsibly in social and learning situations. They develop their skills in learning with and from their peers. 		<p>Information and Communications Technology</p> <ul style="list-style-type: none"> ■ As students work towards the achievement of Level 8 standards in Information and Communications Technology, they learn to use a variety of ICT tools and techniques to assist with filtering, classifying, representing, describing and organising ideas, concepts and issues. (LF) ■ They select appropriate search engines and use complex search strategies (for example, Boolean) to locate information from the Internet and other sources, and they evaluate the credibility, accuracy, reliability and comprehensiveness of this information. They organise and store gathered information to enable easy retrieval. They access online interactive e-learning tools to help them to develop knowledge in all areas of the curriculum. (LF)

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