



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 5 and 6. The Learning Focus statements for Levels 5 and 6 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><b>Personal Learning (Levels 5 and 6)</b></p> <ul style="list-style-type: none"> <li>Students seek and use teacher feedback to develop their content knowledge and understanding and reflect on how their prior knowledge has changed. (LF)</li> <li>They seek feedback from peers and consider the validity of the feedback they receive. (LF)</li> </ul> | <p><b>Reading and Viewing (Level 5)</b></p> <ul style="list-style-type: none"> <li>Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation. (ACELA1797) (<i>Content Description, Reading and Viewing, Language</i>)</li> <li>Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning. (ACELY1702) (<i>Content Description, Reading and Viewing, Literacy</i>)</li> <li>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources. (ACELY1703) (<i>Content Description, Reading and Viewing, Literacy</i>)</li> </ul> | <p><b>Communication (Levels 5 and 6)</b></p> <ul style="list-style-type: none"> <li>They use their understanding of communication conventions to communicate effectively with peers and to respond appropriately when they are part of an audience; for example, by waiting for the communication of others to be completed before responding. They practise listening attentively to identify and communicate main points to others. (LF)</li> <li>Students experience a variety of aural, written and visual communication forms in both formal and informal settings; for example electronic communication, performance and oral presentations. (LF)</li> </ul> |



| Physical, Personal and Social | Discipline-based Learning | Interdisciplinary Learning  |
|-------------------------------|---------------------------|---|
|                               |                           | <ul style="list-style-type: none"><li>■ Students develop their skills in organising ideas and information logically and clearly to suit their purpose and the needs of their audience. For formal presentations they begin to select appropriate forms for sharing knowledge and influencing others; for example, adding sound to presentation software. (LF)</li><li>■ With support, students use provided criteria to evaluate and reflect on the effectiveness of their communication and to provide feedback on the communication of others. (LF)</li></ul> |



| Physical, Personal and Social | Discipline-based Learning   | Interdisciplinary Learning   |
|-------------------------------|---|--|
|                               | <p><b>Writing (Level 5)</b></p> <ul style="list-style-type: none"> <li>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience. (ACELY1704) <i>(Content Description, Writing, Literacy)</i></li> <li>Use a range of software including word processing programs with fluency.</li> </ul> <p><b>Speaking and Listening (Level 5)</b></p> <ul style="list-style-type: none"> <li>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view. (ACELY1699) <i>(Content Description, Speaking and Listening, Literacy)</i></li> <li>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes. (ACELY1796) <i>(Content Description, Speaking and Listening, Literacy)</i></li> <li>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal</li> </ul> | <p><b>Information and Communications Technology (Levels 5 and 6)</b></p> <ul style="list-style-type: none"> <li>Students use ICT tools to produce information products that demonstrate their knowledge and skills for all areas of the curriculum. (LF)</li> </ul> <p><b>Thinking Processes (Levels 5 and 6)</b></p> <ul style="list-style-type: none"> <li>They make observations and pose questions about people and events within and beyond their own experience, and develop a growing awareness of the complexity of the world around them. (LF)</li> </ul> |



| Physical, Personal and Social | Discipline-based Learning   | Interdisciplinary Learning |
|-------------------------------|---|----------------------------|
|                               | <p>elements. (ACELY1700) (<i>Content Description, Speaking and Listening, Literacy</i>)</p> <p><b>Reading and Viewing (Level 6)</b></p> <ul style="list-style-type: none"> <li>■ Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings. (ACELY1712) (<i>Content Description, Reading and Viewing, Literacy</i>)</li> <li>■ Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts. (ACELY1713) (<i>Content Description, Reading and Viewing, Literacy</i>)</li> </ul> <p><b>Writing (Level 6)</b></p> <ul style="list-style-type: none"> <li>■ Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience. (ACELY1714) (<i>Content Description, Writing, Literacy</i>)</li> <li>■ Use a range of software, including word processing programs, learning new functions as required to create texts. (ACELY1717) (<i>Content Description, Writing, Literacy</i>)</li> </ul> |                            |



| Physical, Personal and Social | Discipline-based Learning   | Interdisciplinary Learning |
|-------------------------------|---|----------------------------|
|                               | <p><b>Speaking and Listening (Level 6)</b></p> <ul style="list-style-type: none"> <li>■ Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions. (ACELY1709) (<i>Content Description, Speaking and Listening, Literacy</i>)</li> <li>■ Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience. (ACELY1816) (<i>Content Description, Speaking and Listening, Literacy</i>)</li> <li>■ Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis. (ACELY1710) (<i>Content Description, Speaking and Listening, Literacy</i>)</li> </ul> <p><b>Geography (Levels 5 and 6)</b></p> <ul style="list-style-type: none"> <li>■ They investigate some of the significant natural processes that operate across Australia (for example, rainfall, drought, flood, earthquake, cyclones and bushfire), and how people react to them, including their preparation for, and management of, natural disasters. (LF)</li> </ul> |                            |