HabiTAT VELS Links Level 5

Strand	Domain	Dimension	Element of Learning focus/Standard	HabiTAT Activity number								
				Large Trees	Logs	Soil Cover	Flora Tally	Weeds	Canopy Cover	Neighbourhood	Conservation Area	Productive Gardens
			Students -									
Physical, Personal and Social Learning	Health & Physical Education	Health knowledge & promotion	analyse a range of influences on personal and family food selection, and identify major nutritional needs for growth and activity.									ü
	Interpersonal Developmen t	Working in teams	accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively to achieve a shared purpose within a realistic time-frame. They reflect on outcomes and act to improve their own and the team's performance.	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Personal Learning	The individual learner	consider both their own and others' needs when making decisions about suitable learning processes and the creation of positive learning environments within and outside the classroom.	ü	ü		ü				ü	ü
		Managing personal learning	complete competing short, extended and group tasks within set timeframes, prioritising their available time, utilising appropriate resources and demonstrating motivation.	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Civics & Citizenship	Community engagement	participate in activities to contribute to environmental sustainability or action on other community issues.	ü	ü	ü	ü	ü	ü	ü	ü	ü
Discipline-based Learning	Humanities (Economics)	Economic knowledge and understanding	explain the nature of the economic problem and how economic choices involve trade-offs that have both immediate and future consequences. They explain key factors that influence the Australian economy, including resource use, ownership and management. Students make informed economic and consumer decisions.	ü	ü	ü	ü	ü	ü	ü	ü	ü
		Economic reasoning & interpretation	form and express opinions on economic issues that interest and/or impact on them personally, or locally and/or nationally.	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Humanities (Geography)	Geographic knowledge & understanding	demonstrate understanding of environmental issues based on inquiry and propose ways of ensuring the sustainability of resources.	ü	ü	ü	ü	ü	ü	ü	ü	ü

Discipline-based Learning	Humanities (Geography)	Geospatial skills	collect geographical information from electronic and print media, including satellite images and atlas maps, and analyse, evaluate and present it using a range of forms. They construct overlay theme maps using map conventions of scale, legend, title, and north point. They identify and gather geographical information from fieldwork and organise, process and communicate it using a range of written, oral, visual and graphic forms.	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Mathematics	Number	find equivalent representations of fractions as decimals, ratios and percentages			ü	ü	ü	ü	ü	ü	ü
		Space	use lines, grids, contours, isobars, scales and bearings to specify location and direction on plans and maps.	ü	ü	ü	ü	ü	ü	ü	ü	
		Measurement, chance and data	measure length, perimeter, area, surface area, mass, volume, capacity, angle, time and temperature using suitable units for these measurements in context.	ü	ü	ü	ü	ü	ü	ü		
	Science	Science knowledge & understanding	explain the relationships, past and present, in living and non-living systems, in particular ecosystems, and human impact on these systems. They analyse what is needed for living things to survive, thrive or adapt, now and in the future. They explain how the observed characteristics of living things are used to establish a classification system.	ü	ü	ü	ü	ü	ü	ü	ü	ü
		Science at work	In field work, students demonstrate use of basic sampling procedures and represent relationships in ecosystems graphically. They use simulations to predict the effect of changes in an ecosystem.	ü	ü	ü	ü	ü	ü	ü	ü	
Interdisciplinary Learning	Communication	Listening, viewing & responding	interpret complex information and evaluate the effectiveness of its presentation. When responding, they use specialised language and symbols as appropriate to the contexts in which they are working. They consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations.	ü	ü	ü	ü	ü	ü	ü	ü	ü
		Presenting	use the communication conventions, forms and language appropriate to the subject to convey a clear message.	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Design, creativity & Technology	Analysing & evaluating	analyse and describe the social and environmental impacts of their own and others' designs and products and technological systems.	ü	ü	ü	ü	ü	ü	ü	ü	ü

Interdisciplinary Learning cont.	Thinking	Reasoning, processing & inquiry	locate and select relevant information from varied sources. They complete problem-solving and decision-making activities which involve an increasing number of variables and solutions.				**ü**	**ü**			**ü**	**ü**
		Creativity	apply creative thinking to explore possibilities and generate multiple options, problem definitions and solutions.	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**
		Reflection, Evaluation & Metacognition	use specific language to describe their thinking and reflect on their thinking processes during their investigations. They modify and evaluate their thinking strategies. They describe and explain changes that may occur in their ideas and beliefs over time.	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**