HabiTAT VELS Links Level 4

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		*learn about and experience a variety of outdoor adventure activities in natural environments*	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Interpersonal Developmen t	Working in teams	work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity. They work cooperatively to allocate tasks.	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Personal Learning	Managing personal learning	develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources. They demonstrate a positive attitude to learning within and outside the classroom.	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Civics & 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.	ü	ü	ü	ü	ü	ü	ü	ü	ü
Discipline-based Learning	Humanities (Economics)	Economic knowledge and understanding	describe the nature of the economic problem (scarcity) and explain how selected goods and services are produced and distributed. They describe the difference between needs and wants, and their own roles as producers and consumers of goods and services.	ü	ü	ü	ü		ü	ü	ü	ü
	Humanities (Geography)	Geographical knowledge & understanding	identify and describe Australia's signifi cant natural processes. They describe the reaction of people to these processes including the management of natural disasters. They compare the various ways humans have used and affected the Australian environment. Students recommend ways of protecting environmentally sensitive areas in a sustainable way. They provide examples and evidence based on their inquiries. They use geographic language to identify and describe the human and physical characteristics of local and global environments depicted by different kinds of maps, diagrams, photographs and satellite images.	ü	ü	ü	ü	ü	ü	ü	ü	ü

Discipline-based Learning cont.	Humanities (Geography)	Geospatial skills	use maps to accurately describe the distance, direction and location of places. They identify features from maps, satellite images, and oblique photographs. They research, collect, record and describe data obtained through field study surveys and measurements to form conclusions about the use of resources.	ü	ü	ü	ü	ü	ü	ü	ü	
	Mathematics	Space	use the ideas of size, scale, and direction to describe relative location and objects in maps. They use compass directions, coordinates, scale and distance,	ü	ü	ü	ü	ü	ü	ü	ü	
		Working mathematicall y	recognise and investigate the use of mathematics in real (for example, determination of test results as a percentage) situations	ü	ü	ü	ü	ü	ü	ü	ü	
	Science	Science knowledge & understanding	identify and explain the relationships that exist within and between food chains in the environment.	ü	ü	ü	ü	ü	ü	ü	ü	ü
		Science at work	explain how sustainable practices have been developed and/or are applied in their local environment.They approach data collection systematically, and analyse data qualitatively in terms of errors of measurement. They use a range of simple measuring instruments and materials, and demonstrate understanding of their personal responsibility in using them.	ü	ü	ü	ü	ü	ü	ü	ü	ü
Interdisciplinary Learning	Communicati on		*use their understanding of communication conventions to communicate effectively with peers and to respond appropriately when they are part of an audience; 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*	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Thinking	Reasoning, processing & inquiry	students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth. They distinguish between fact and opinion. They use the information they collect to develop concepts, solve problems or inform decision making. They develop reasoned arguments using supporting evidence.	ü	ü	ü	ü	ü	ü	ü	ü	ü