HabiTAT VELS Links Level 6

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	identify and describe strategies that address current trends in the nutritional status of Australians. They analyse and evaluate the factors that affect food consumption in Australia.									ü
	Interpersonal Developmen t	Working in teams	work collaboratively, negotiate roles and delegate tasks. Working within the strengths of a team they achieve agreed goals within set time frames. They respect and build on the ideas and opinions of team members	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Personal Learning	The individual learner	seek and respond to feedback from peers, teachers and other adults to develop and refine their content knowledge and understanding, identifying areas for further investigation.They determine the factors that contribute to the creation of positive learning environments	ü	ü	ü	ü	ü	ü	ü	ü	ü
		Managing personal learning	take responsibility for their learning environments, both at school and at home, anticipating the consequences of their actions.	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Civics & Citizenship	Community engagement	develop an action plan which demonstrates their knowledge of a social or environmental issue and suggest strategies to raise community awareness of it.	ü	ü	ü	ü	ü	ü	ü	ü	ü
Discipline-based Learning	Humanities (Economics)	Economic knowledge and understanding	describe how markets, government policies, enterprise and innovation affect the economy, society and environment in terms of employment, economic growth, the use and provision of resources, exports and imports, and ecological sustainability. They discuss and explain what it means to be an ethical consumer and producer and identify examples of ways values can affect the economic decision making of consumers, producers and governments.	ü	ü					ü	ü	ü

Discipline-based Learning cont.	Humanities (Economics)	Economic reasoning & interpretation	use economic reasoning to research and propose solutions to economic issues and problems of global significance. They debate the costs and benefits of contentious economics-related issues of local, national or international concern. Students demonstrate an awareness of the impact of values and beliefs on economic issues.							**ü**	**ü**	**ü**
	Humanities (Geography)	Geographic knowledge & understanding	explain the operation of a major natural system and its interaction with human activities. They evaluate the consequences of the interaction and develop a policy to address an issue related to it. Students describe global patterns of development from a range of perspectives and identify and describe the factors that determine these patterns. They analyse development issues and formulate and evaluate comprehensive policies, including those for sustainable use and management of resources	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**
		Geospatial skills	accurately interpret information on different types of maps and photographs at a range of scales, and use map evidence to support explanations, draw inferences and predict associated outcomes. They collect and collate information gathered from fieldwork observations and present their findings observing geographical presentation conventions.	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	
	Mathematics	Number	carry out computations to a required accuracy in terms of decimal places and/or significant figures.	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	
		Space	determine the effect of changing the scale of one characteristic of two- and three-dimensional shapes (for example, side length, area, volume and angle measure) on related characteristics. They use latitude and longitude to locate places on the Earth's surface	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	
		Measurement, chance and data	estimate and measure length, area, surface area, mass, volume, capacity and angle. They select and use appropriate units, converting between units as required. They calculate constant rates such as pollution levels in the atmosphere. Students decide on acceptable or tolerable levels of error in a given situation. Students comprehend the difference between a population and a sample. They generate data using surveys, experiments and sampling procedures.	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	**ü**	

Discipline-based Learning cont.	Science	Science knowledge & understanding	identify and classify the sources of wastes generated. They use a specific example to explain the sustainable management of a resource. They explain change in terms of energy in a range of biological, chemical and physical contexts. They explain how the coordination and regulatory functions within plants and animals assist them to survive in their environments. They explain how the action of micro-organisms can be both beneficial and detrimental to society.	ü	ü	ü	ü	ü	ü	ü	ü	ü
		Science at work	use the relevant science concepts and relationships as one dimension of debating contentious and/or ethically based science-related issues of broad community concern.	ü	ü	ü	ü	ü	ü	ü	ü	ü
Interdisciplinary Learning	Communication	Listening, viewing & responding	identify the ways in which complex messages are effectively conveyed and apply this knowledge to their communication. When listening, viewing and responding, they consider alternative views, recognise multiple possible interpretations and respond with insight.	ü	ü	ü	ü	ü	ü	ü	ü	ü
		Presenting	use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information. They provide constructive feedback to others and use feedback and reflection in order to inform their future presentations.	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Design, creativity & Technology	Analysing & evaluating	synthesise data, analyse trends and draw conclusions about the social, cultural, legal and environmental impacts of their own and others' designs and the products/systems			ü				ü	ü	ü
	Thinking	Reasoning, processing & inquiry	process and synthesise complex information and complete activities focusing on problem solving and decision making which involve a wide range and complexity of variables and solutions.							ü	ü	ü
		Creativity	experiment with innovative possibilities within the parameters of a task. They apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas.	ü	ü	ü	ü	ü	ü	ü	ü	ü
		Reflection, Evaluation & Metacognition	when reviewing information and refining ideas and beliefs, explain conscious changes that may occur in their own and others' thinking and analyse alternative perspectives and perceptions.	ü	ü	ü	ü	ü	ü	ü	ü	ü